HAWKING STEAM CHARTER SCHOOL
TK-12

CHARTER RENEWAL PETITION

FOR THE TERM OF JULY 1, 2017 – JUNE 30, 2022

Material Revision

RESPECTFULLY SUBMITTED ON DECEMBER 11, 2017 TO:

THE TRUSTEES OF THE
SWEETWATER UNION HIGH SCHOOL DISTRICT

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ASSURANCES, AFFIRMATIONS & DECLARATION

Hawking STEAM Charter School (the "Charter School"), a California public charter school located within the boundaries of the Sweetwater Union High School District (the "District" or "SUHSD") and authorized by the Sweetwater Union High School District Board of Education, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Hawking STEAM Charter Schools, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Hawking STEAM Charter School for purposes of the Educational Employment Relations Act. Hawking STEAM Charter Schools shall comply with all provisions of the EERA and shall act independently from Sweetwater Union High School District for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual

orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

_____ _____

Executive Director Date

EXECUTIVE SUMMARY

PURPOSE OF THE MATERIAL REVISION

Hawking STEAM Charter School submits this material revision for the purpose of "merging" its two charter schools into one, with Hawking STEAM Charter School (Hawking 1) as the surviving charter school. The Board of Trustees hereby affirms that if the District Board approves this material revision, it will not seek renewal of the Hawking STEAM Charter School 2 ("Hawking 2"), charter petition, and will allow that charter to lapse. In such instance, Hawking 2 will close at the end of the 2017-18 fiscal year and will not operate in 2018-19 and beyond. Charter school mergers are not uncommon statewide.

The Board of Trustees seeks to merge the two charter schools into one in order to best serve its student population by prompting operational efficiencies, shared academic resources, and a more effective school governance model. In practical terms, the Charter School will have one CDS code, one charter number, receive one set of federal and state funding, and receive one set of state assessment data but will remain on two separate sites. The two campuses will not merge onto one site because each campus operates like a community charter school serving the respective geographic communities surrounding it. The Board of Trustees and each community is committed to remaining a part of the communities currently served by two sites.

In addition, the merger will allow each site to serve the grade levels it can based on its facility limitations, given what the District is allocating through the Prop 39 process. For example, at this time, Hawking 2 is in a facility that cannot serve any grade higher than 6th grade due to its capacity, and therefore, that campus will serve grades TK-6 until it is allocated a new facility. Education Code Section 47605(a)(6) states that charter schools serving students in a grade level not served by the school district must propose to serve all grades served by its authorizer. Hawking STEAM Charter School will meet this obligation when facilities are secured.

The educational program of Hawking STEAM Charter School will not be modified to accommodate the requested merger. Throughout this charter, references to "Hawking STEAM Charter School" or "the Charter School" will be understood to mean Hawking STEAM Charter School (Hawking 1), with Hawking 2 merged into it.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in Deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in Deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (g) of Education Code Section 52052.

The Charter School meets the criteria of Section 47607(b)(2) because it ranked in decile 8 on the API in the most recent year rankings were calculated (2013).

As indicated below with 2016 California Assessment of Student Performance and Progress ("CAASPP") comparison data, the Charter School meets the criteria of Education Code Section 47607(b)(4). (See also Appendix A: CDE Dataquest/CAASPP Reports.)

COMPARISON TO PUBLIC SCHOOLS THAT CHARTER SCHOOL PUPILS WOULD OTHERISE ATTEND

COMPARISON ELEMENTARY SCHOOLS PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS		
2016 CAASPP RESULTS:		
	ELA	MATH
Stephen W. Hawking I	50%	45%
Lauderbach	49%	36%
Montgomery	36%	30%
Castle Park	51%	37%
Loma Verde	51%	40%
Hilltop Drive	65%	56%
Vista Square	41%	25%
Juarez-Lincoln	49%	26%
Rice	47%	35%
Stephen W. Hawking II	34%	32%

The table above was created before the official name change to Hawking STEAM Charter School and Hawking STEAM Charter School 2.

COMPARISON ELEMENTARY SCHOOLS PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS		
2017 CAASPP RESUTLS:		
	ELA	MATH
Hawking STEAM 2	39.19%	45.27%
Berry	20.48%	16.44%
Willow	26.77%	17.19%
Nicoloff	28.89%	20.35%
Sunnyslope	21.29%	16.21%
Smythe	23.71%	34.04%
La Mirada	23.92%	17.22%
Pence	37.31%	30.20%
Sunset	34.16%	23.02%
IB Charter	54.35%	38.20%
Nestor Charter	49.83%	54.35%

The charts below include demographic information of neighboring schools. The blue header includes the schools that neighbor the current Hawking 1 in Chula Vista while the green header includes the schools that neighbor the current Hawking 2 in South San Diego.

DEMOGRAPHICS OF NEIGHBORING SCHOOLS								
SCHOOL	GRADES	% FRL	%ELL	%AFR-AMER	% ASIAN	% FILIIPINO	% HISPANIC	% WHITE
Stephen W. Hawking I	K-6	75.0%	50.8%	1.3%	0.0%	0.8%	88.3%	6.1%
Lauderbach	K-6	85.1%	70.7%	1.6%	0.2%	1.5%	92.7%	2.2%
Montgomery	K-6	91.6%	74.3%	0.6%	0.6%	0.9%	94.6%	2.7%
Castle Park	K-6	90.1%	47.4%	1.9%	0.7%	2.6%	88.4%	5.4%
Loma Verde	K-6	81.5%	59.2%	2.1%	0.2%	6.1%	85.9%	3.4%
Hilltop Drive	K-6	70.3%	28.2%	1.8%	0.4%	1.2%	84.0%	9.9%
Vista Square	K-6	84.8%	52.1%	2.8%	0.5%	2.0%	87.1%	6.8%
Juarez-Lincoln	K-6	69.9%	53.1%	4.8%	1.6%	6.7%	80.5%	2.5%
Rice	K-6	82.2%	53.4%	2.5%	1.3%	2.9%	83.8%	8.3%
Stephen W. Hawking II	K-6	83.0%	68.9%	0.6%	0.0%	0.6%	96.5%	1.2%

The table above was created before the official name change to Hawking STEAM Charter School and Hawking STEAM Charter School 2.

DEMOGRAPHICS OF NEIGHBORING SCHOOLS												
SCHOOL	GRDES	%FRL	%ELL	%AFR-AME	%ASIAN	%FILIPINO	%HISPAN	%WHITE	%AMER-INI	%PACIFIC ISLA	%2 or MORE	% NOT REPO
Hawking STEAM 2	K-6	76.1	63.6	0.3	0	0.5	96.4	2.3	0	0	0.5	0
Berry	K-6	74.3	55.8	5.1	0.2	3.5	85	3.9	0.2	0.2	1.6	0.4
Willow	K-6	89.1	76.7	0.1	0	0.3	99.2	0.2	0	0	0.3	0
Nicoloff	K-6	63.6	74.4	0.9	0.1	0.6	96.9	0.7	0.2	0	0.5	0
Sunnyslope	K-6	73.7	61	0.4	0.2	2.8	92.1	2.6	0.8	0.4	0.6	0.2
Smythe	K-6	80.4	79.6	0.9	0.3	0.5	97.9	0.5	0	0	0	0
La Mirada	K-6	79.2	69.7	0.8	0	0.4	97.6	0.6	0.2	0	0.4	0
Pence	K-6	75.4	57.1	2.2	0.6	5.3	89.1	1.3	0	0	1.5	0
Sunset	K-6	90.2	75.7	0.3	0.1	0.1	99.2	0.3	0	0	0	0
IB Charter	K-6	59.9	19.4	3	0.4	3.8	61.2	27	0	0.5	4.1	0.1
Nestor Charter	K-6	61	57.3	0.6	0	0.3	95.2	3.1	0	0.1	0.6	0

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups.

As indicated below with 2015 and 2016 CAASPP data, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

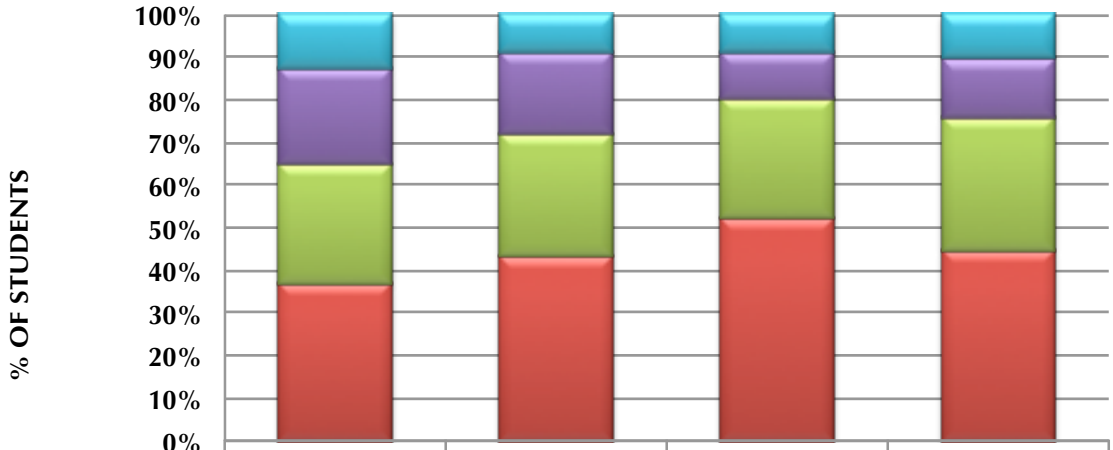
CHARTER SCHOOL PERFORMANCE: CAASPP RESULTS

The following charts provide a comparison between 2015 and 2016 CAASPP School-wide Results for ELA disaggregated by subgroup; and performance level.

- School-wide: Increased from 35% in 2015; to 50% in 2016
- Hispanic subgroup: Increased from 28% in 2015; to 48% in 2016
- EL subgroup: Increased from 20% in 2015; to 38% in 2016
- Socioeconomically Disadvantaged: Increased from 23% in 2015; to 44% in 2016

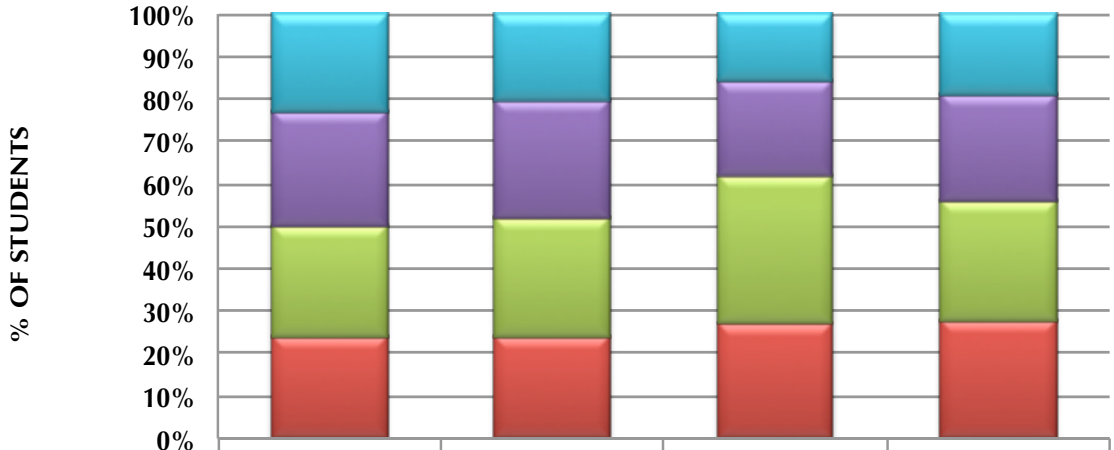
2015 vs. 2016 ELA CAASPP: PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS			
	2015	2016	% CHANGE
ALL STUDENTS	35%	50%	+15%
HISPANIC	28%	48%	+20%
ELL	20%	38%	+18%
SOC ECON DISADV.	23%	44%	+21%

2015 ELA CAASPP RESULTS: SCHOOLWIDE



	SCHOOLWIDE	HISPANIC	ELL	SED
% STD EXCEEDED	13%	9%	9%	10%
% STD MET	22%	19%	11%	13%
% STD NEARLY MET	28%	29%	28%	31%
% STD NOT MET	37%	43%	52%	45%

2016 ELA CAASPP RESULTS: SCHOOLWIDE

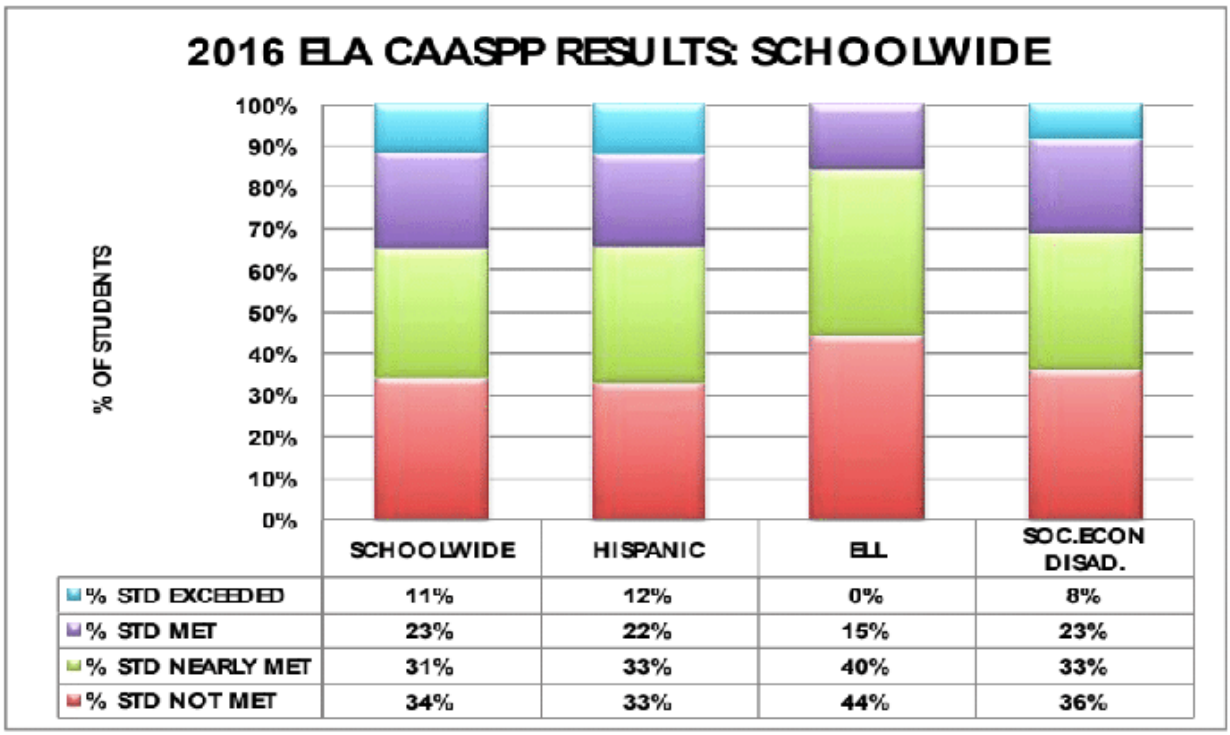


	SCHOOLWIDE	HISPANIC	ELL	SOC.ECON DISAD.
% STD EXCEEDED	23%	20%	16%	19%
% STD MET	27%	28%	22%	25%
% STD NEARLY MET	26%	28%	35%	28%
% STD NOT MET	24%	24%	27%	28%

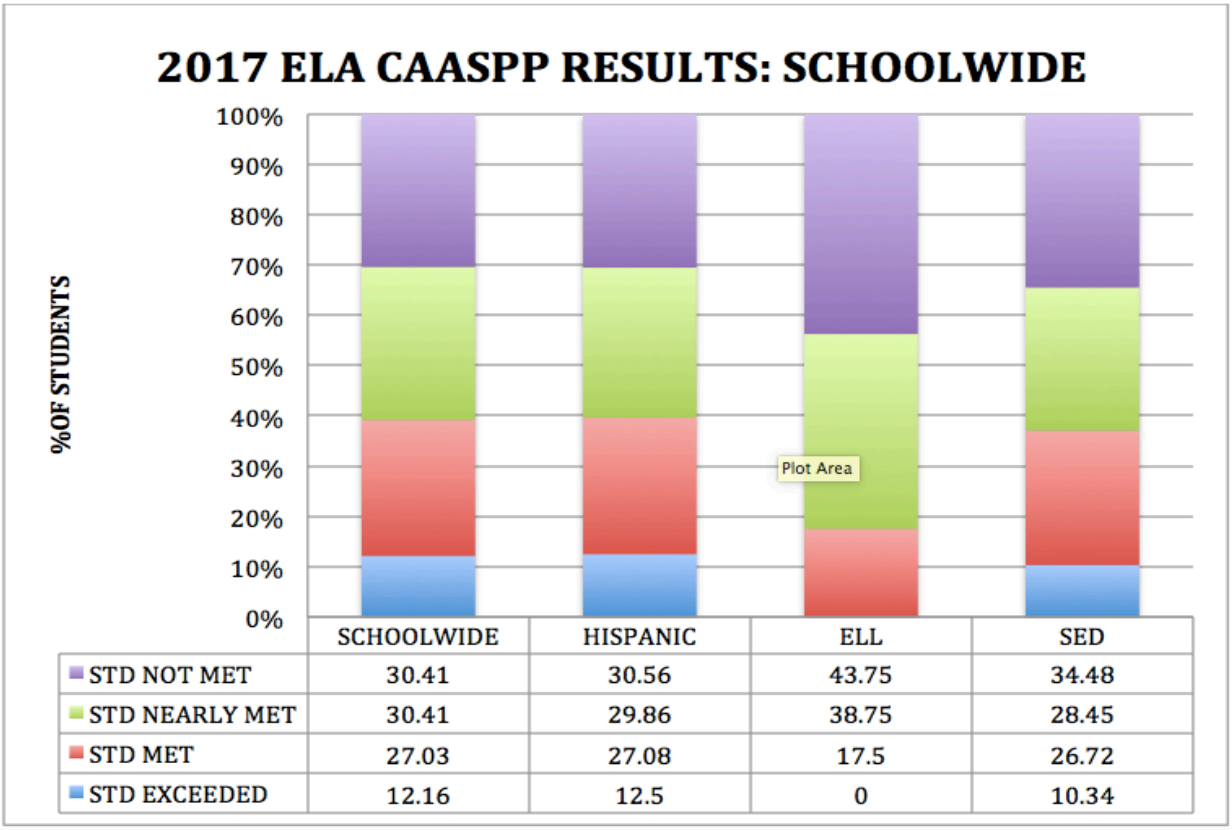
The following charts provide a comparison between 2016 and 2017 CAASPP School-wide Results for ELA disaggregated by subgroup; and performance level for Hawking 2 in South San Diego.

- School-wide: Increased from 34% in 2016; to 39% in 2017
- Hispanic subgroup: Increased from 34% in 2016; to 40% in 2017
- EL subgroup: Increased from 15% in 2016; to 18% in 2017
- Socioeconomically Disadvantaged: Increased from 31% in 2016; to 37% in 2017

2016 VS. 2017 ELA CAASPP: PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS			
	2016	2017	% CHANGE
ALL STUDENTS	34%	39%	+5%
HISPANIC	34%	40%	+6%
ELL	15%	18%	+3%
SOC ECON DISADV.	31%	37%	+6%



	SCHOOLWIDE	HISPANIC	ELL	SOC.ECON DISAD.
% STD EXCEEDED	11%	12%	0%	8%
% STD MET	23%	22%	15%	23%
% STD NEARLY MET	31%	33%	40%	33%
% STD NOT MET	34%	33%	44%	36%



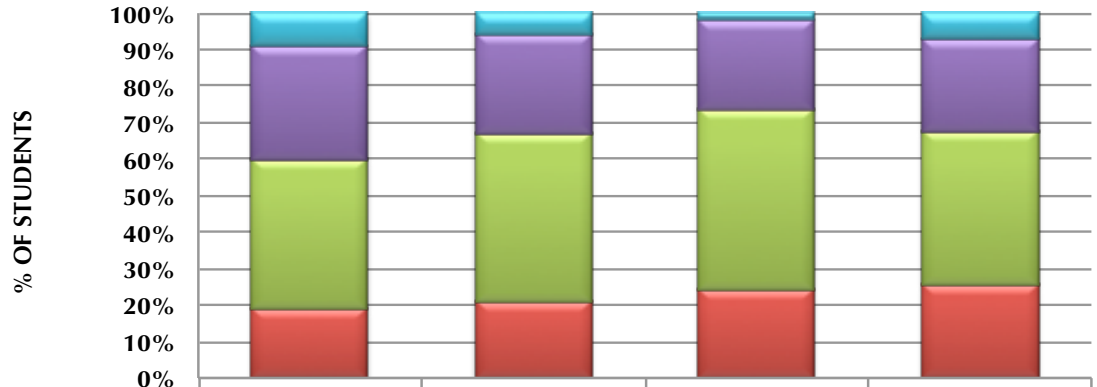
	SCHOOLWIDE	HISPANIC	ELL	SED
STD NOT MET	30.41	30.56	43.75	34.48
STD NEARLY MET	30.41	29.86	38.75	28.45
STD MET	27.03	27.08	17.5	26.72
STD EXCEEDED	12.16	12.5	0	10.34

The following charts provide a comparison between 2015 and 2016 CAASPP School-wide Results for Math disaggregated by subgroup; and performance level.

- School-wide: Increased from 40% in 2015; to 45% in 2016
- Hispanic subgroup: Increased from 33% in 2015; to 42% in 2016
- EL subgroup: Increased from 26% in 2015; to 35% in 2016
- Socioeconomically Disadvantaged: Increased from 32% in 2015; to 38% in 2016

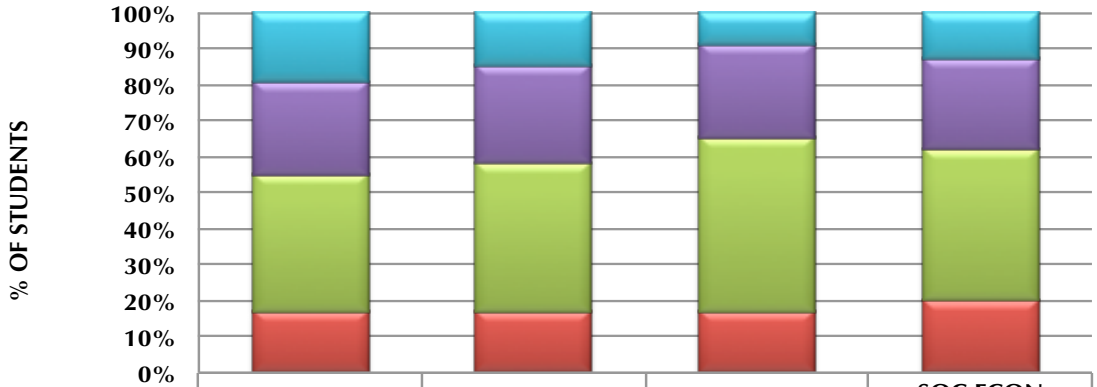
2015 vs. 2015 MATH CAASPP: PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS			
	2015	2016	% CHANGE
ALL STUDENTS	40%	45%	+5%
HISPANIC	33%	42%	+9%
ELL	26%	35%	+9%
SOC ECON DISADV.	32%	38%	+6%

2015 MATH CAASPP RESULTS: SCHOOLWIDE



	SCHOOLWIDE	HISPANIC	ELL	SED
% STD EXCEEDED	9%	6%	2%	7%
% STD MET	31%	27%	24%	25%
% STD NEARLY MET	41%	46%	49%	42%
% STD NOT MET	19%	21%	24%	25%

2016 MATH CAASPP RESULTS: SCHOOLWIDE



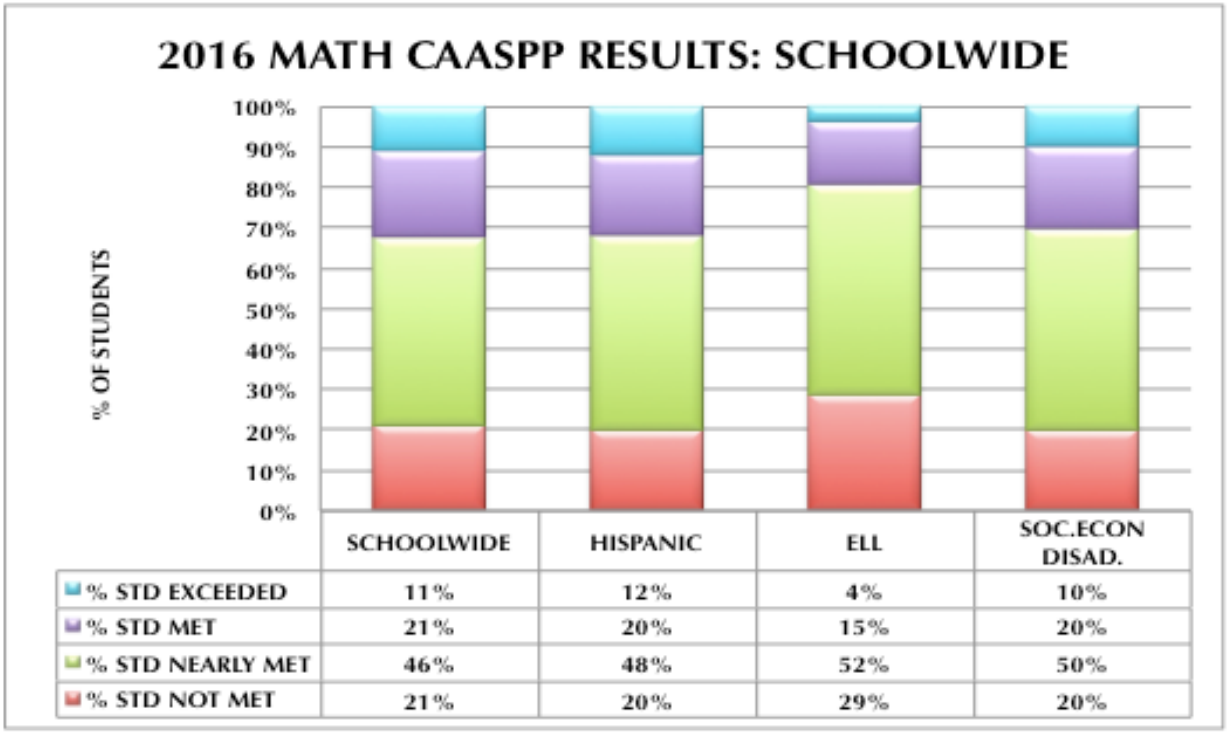
	SCHOOLWIDE	HISPANIC	ELL	SOC.ECON DISAD.
% STD EXCEEDED	19%	15%	9%	13%
% STD MET	26%	27%	26%	25%
% STD NEARLY MET	38%	42%	48%	42%
% STD NOT MET	17%	17%	17%	20%

The following charts provide a comparison between 2016 and 2017 CAASPP School-wide Results for Math disaggregated by subgroup; and performance level for Hawking 2 in South San Diego.

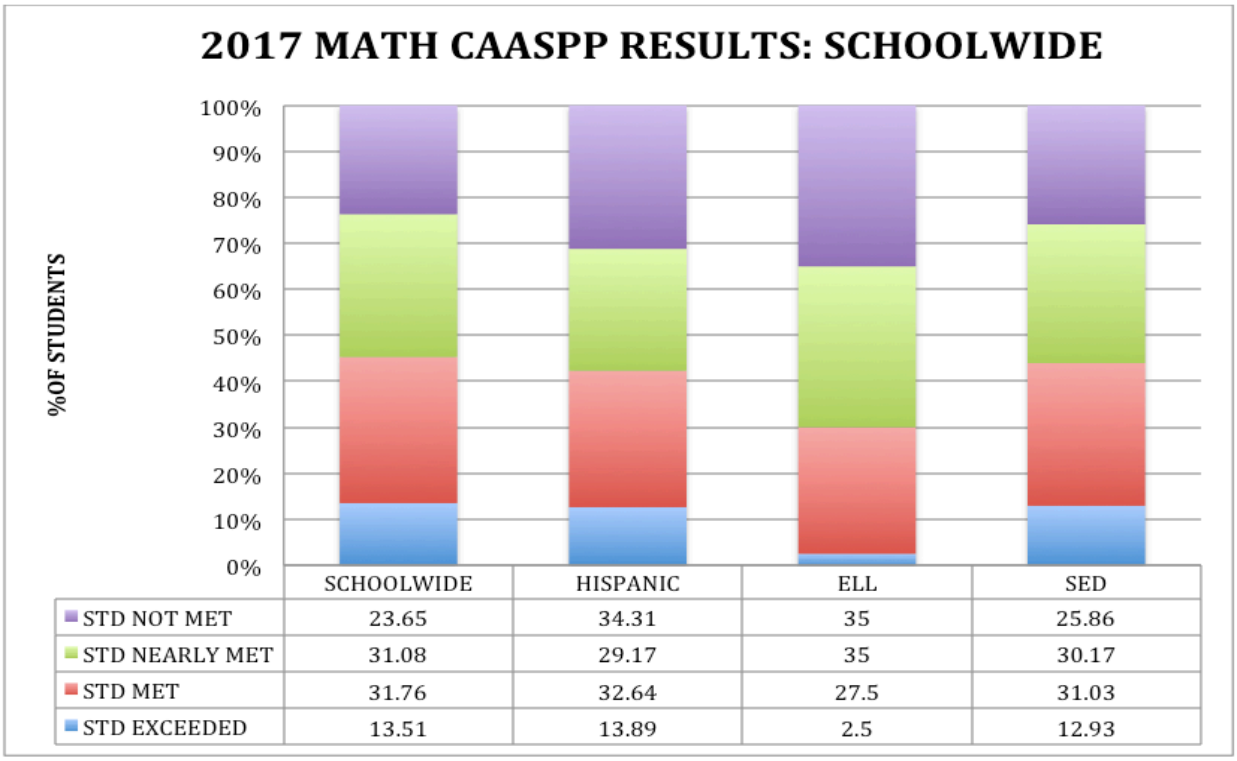
- School-wide: Increased from 33% in 2016; to 45% in 2017
- Hispanic subgroup: Increased from 32% in 2016; to 46% in 2017

- EL subgroup: Increased from 19% in 2016; to 30% in 2017
- Socioeconomically Disadvantaged: Increased from 30% in 2016; to 44% in 2017

2016 VS. 2017 MATH CAASPP: PERCENTAGE OF STUDENTS MEETING/EXCEEDING STANDARDS			
	2016	2017	% CHANGE
ALL STUDENTS	33%	45%	12%
HISPANIC	32%	46%	+14%
ELL	19%	30%	+11%
SOC ECON DISADV.	30%	44%	+14%



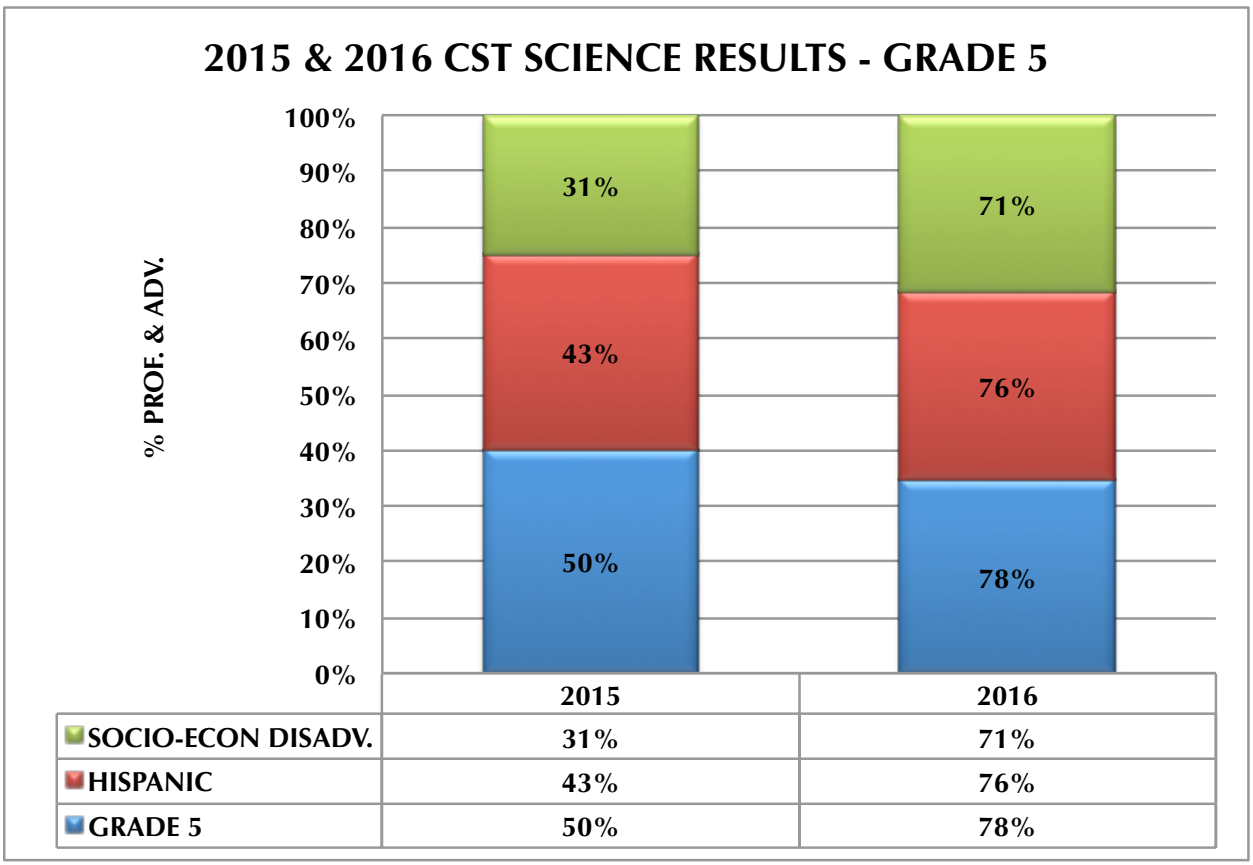
	SCHOOLWIDE	HISPANIC	ELL	SOC.ECON DISAD.
% STD EXCEEDED	11%	12%	4%	10%
% STD MET	21%	20%	15%	20%
% STD NEARLY MET	46%	48%	52%	50%
% STD NOT MET	21%	20%	29%	20%



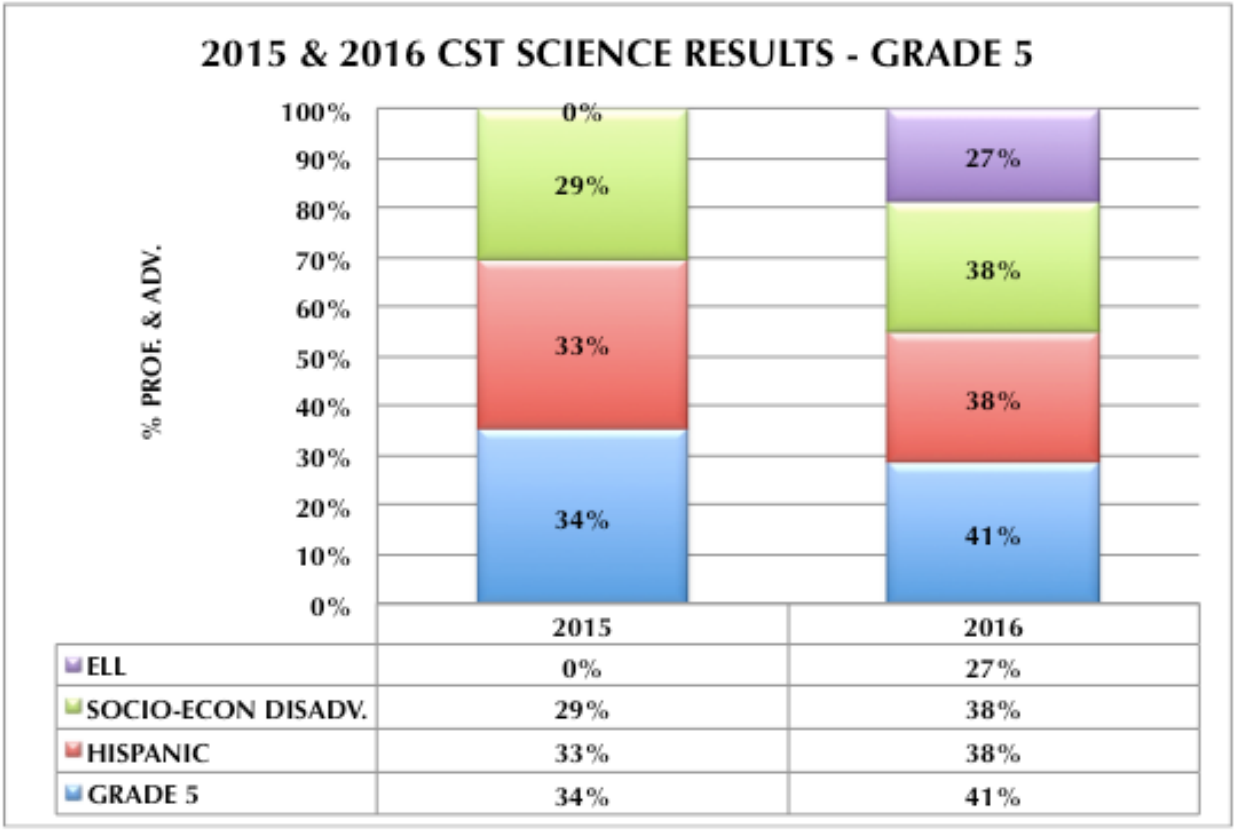
	SCHOOLWIDE	HISPANIC	ELL	SED
STD NOT MET	23.65	34.31	35	25.86
STD NEARLY MET	31.08	29.17	35	30.17
STD MET	31.76	32.64	27.5	31.03
STD EXCEEDED	13.51	13.89	2.5	12.93

CST SCIENCE RESULTS

The following chart illustrates the 5th grade student performance on the CST Science assessment for both 2015 and 2016, further disaggregated by subgroup. All subgroups improved significantly.



The following chart illustrates the 5th grade student performance on the CST Science assessment for both 2015 and 2016 for Hawking 2 in South San Diego, further disaggregated by subgroup. All subgroups improved significantly. There are no CST Science scores for 2017 because Hawking opted out of CST in order to pilot the new CAST assessment. "The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS). All local educational agencies (LEAs) with eligible students in grades five and eight and in high school will administer the CAST field test. (Additional information about high school grade assignments is forthcoming.) The CAST field test uses the current California Assessment of Student Performance and Progress (CAASPP) test delivery system and will be only administered online. Students will not receive scores for the field test; however, student participation data will be collected and reported for accountability." (excerpt from CDE website)



INTERNAL ASSESSMENTS

The Charter School uses internal formative and summative assessments to direct instruction in all subject areas. However, in state tested subjects of Math and English Language Arts, the Charter School uses Summative and Computer Adaptive assessment programs: Achieve 3000 for reading; and Renaissance Learning (Star Math) for Mathematics as well as NWEA/MAP summative assessments for both ELA and Math.

These programs provide our instructors with critical data that gauges how students are performing and progressing in reading and mathematics; and provides students with exposure to an online testing platform similar to CAASPP testing.

Hawking STEAM Charter School uses web-based supplemental programs and assessment in order to provide our teachers with 'real-time' data that drives instructional decision-making by identifying student strengths and learning gaps. Findings from these assessments guide our teachers in identifying which targeted intervention programs best meet the academic needs of each student. These include planning for guided reading and guided math instruction, further scaffolding of instruction, use of additional instructional materials and targeted small group instruction.

ACHIEVE 3000

Achieve3000 is a web-based program used daily by all students that provides differentiated instruction in an adaptive content system that integrates ongoing assessment, engaging nonfiction content and robust scaffolds. This program also includes linguistic supports for struggling students and English Language Learners. This program accelerates learning gains and empowers all students to build critical literacy skills needed for College and Career Readiness. With Achieve 3000, our students build reading stamina through close reading of rigorous informational text with targeted scaffolding.

Achieve 3000's Level Set Assessment establishes a baseline Lexile level for each student and provides differentiated, tailored text, through ongoing assessments and adaptive content. It also includes a College and Career Readiness (CCR) report that forecasts student preparedness and adjusts those forecasts automatically when a student's Lexile® level increases to guide instruction that aligns with each student's needs.

RENAISSANCE LEARNING - STAR MATH

Renaissance Star Math assessment is a web-based computer adaptive assessment that provides teachers with various types of reports including domain mastery by grade level, a standards-mastery report within the domain and an individual student level of mastery report. These reports help teachers identify each student's strengths, learning gaps and what students are ready to learn. Our goal is for students to take ownership of their learning and develop their own growth targets that exceed those identified by STAR Math.

In Fall 2016, our school adopted Eureka math curriculum, which is being used in conjunction with STAR Math as an assessment tool. In addition, our school adopted STAR 360 as supplemental curriculum. Annually, our Principals, in collaboration with all teachers, assess the quality, content and rigor of the adopted curriculum, supplemental curriculum and assessments. As such, we will re-assess whether to continue with STAR Math assessments since we plan to implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments starting Fall 2017 for reading, language, science and mathematics.

CAASPP SCALE SCORES: COMPARISON WITH LOCAL SCHOOLS

The State Board of Education (SBE) has identified the use of scale scores as an accurate method to measure progress on CAASPP rather than focusing on the percentage of students who have met and/or exceeded standards and will serve as the academic indicator on the LCFF Evaluation Rubrics. That method of comparison is not a true indicator of progress over time since CAASPP results have different ranges for scale scores and it is a computer adaptive test; which differs tremendously from the former CST/STAR test, a criterion-referenced test.

Scale scores are an important measure on the California Assessment of Student Performance and Progress (CAASPP). Student achievement performance levels are

assigned on the basis of scale scores. Scale scores are the basic units of reporting. These scores fall along a continuous vertical scale that increases across grade levels. When aggregated, these scores also describe school and district-level changes in performance on the CAAASPP and can measure gaps in achievement among different groups of students and it provides a common reference when using longitudinal reports in order to make year-to-year comparisons and assess growth and needs.

The CAASPP assessments were scaled vertically, which means that scores for certain questions that were common between adjacent grades were linked. This makes it possible to monitor students'' year-to-year progress in assimilating the Common Core State Standards (CCSS) and to describe student progress over time across grade levels. Scale scores offer a more precise way to determine students' performance on the CAASPP assessments than achievement levels because each level is based on a range of numbers, rather than an individual number as in a scale score. Scale score ranges are listed in the charts below for ELA and Math. The scale score allows for meaningful comparisons between individual students and group comparisons between schools, and LEA's across grade levels with the same content area.

In 2015, the California Department of Education (CDE) approved the implementation of the California Assessment of Student Performance and Progress (CAASPP) in ELA and Math for grades 3-8 and 11.

The following charts provide a comparison of student performance in grades 3-6 on the CAASPP using Scale Scores from 2015 and 2016 and further disaggregated by numerically significant subgroup. For the change column, those noted in red denote a decline in grade level performance, while green represents an improvement. Also, those denoted by an asterisk are subgroups that had 10 or fewer students tested, therefore a scale score was not reported. The blue charts represent Hawking 1 in Chula Vista and the Green charts represent Hawking 2 in South San Diego.

GRADE 3 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2015	2016	CHG (+/-)	2015	2016	CHG (+/-)
GRADE 3	2366.6	2450.9	84.3	2412.1	2443.4	31.3
HISPANIC	2356.2	2448.4	92.2	2405.3	2440.2	34.9
EL	2342.4	2439.9	97.5	2399.3	2427.7	28.4
SOC ECON. DISADV	2359.4	2444	84.6	2407.5	2434.8	27.3

GRADE 3 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2016	2017	CHG (+/-)	2016	2017	CHG (+/-)
GRADE 3	2364.1	2405.0	40.9	2406.1	2432.8	26.7
HISPANIC	2366.9	2405.0	38.1	2404.8	2432.8	28
ELL	*	2370.3	*	*	2411.0	*
SOC ECON DISADV.	2363.6	2396.2	32.3	2407.8	2429.6	21.8

GRADE 4 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2015	2016	CHG (+/-)	2015	2016	CHG (+/-)
GRADE 4	2476.3	2419.9	-56.4	2513.5	2448.6	-64.9
HISPANIC	2467.8	2415.5	-52.3	2505.4	2444.7	-60.7
EL	*	2411.9	*	*	2442.3	*
SOC ECON. DISADV	2467.5	2410.1	-57.4	2503.9	2442.3	-61.6

GRADE 4 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2016	2017	CHG (+/-)	2016	2017	CHG (+/-)
GRADE 4	2450.1	2438.0	12.1	2461.7	2461.6	.1
HISPANIC	2448.5	2436.8	11.7	2462.0	2461.4	.6
ELL	2421.9	2411.6	10.3	2438.4	2450.8	12.4
SOC ECON DISADV.	2430.1	2429.4	.7	2449.7	2458.4	8.7

As a result of the decline in performance of the grade 4 cohort as evidenced in the 2016 CAASPP results for ELA and mathematics, our school has made the following modifications for our currently enrolled fifth grade students:

- Shifted to a daily 2 hour ELA block of instruction & 2 hour math block of instruction that includes heterogeneous and homogeneous small group targeted instruction; and daily use of formative assessments (entrance/exit slips) to check for understanding
- Hired 2 instructional assistants that collaborate with the classroom teacher and provide additional academic support; while the credentialed teacher works closely with the identified lowest performing group of students
- Teachers have received additional professional development on math instruction
- As a grade level: SMART goals were developed that are reviewed and monitored on a monthly basis
- Additional use of Achieve 3000 for reading support; and monitor monthly progress
- Monthly Star Math Assessments to monitor individual student growth

In the 2014-15 school year, Hawking STEAM Charter School served grades K-5; and in 2015-16 school year expanded to serve grades TK-6. Therefore, there are no CAASPP results for grade 6 in 2015.

GRADE 5 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2015	2016	CHG (+/-)	2015	2016	CHG (+/-)
GRADE 5	2494.8	2527.3	32.5	2486.7	2556.7	70
HISPANIC	2484.1	2522.4	38.3	2472.4	2547.3	74.9
EL	*	*		*	*	
SOC ECON. DISADV	2468.7	2518.1	49.4	2464.6	2538.2	73.6

GRADE 6 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2015	2016	CHG (+/-)	2015	2016	CHG (+/-)
GRADE 6	N/A	2538.4		N/A	2530	
HISPANIC	N/A	2527.5		N/A	2520.7	
EL	N/A	*		N/A	*	
SOC ECON. DISADV	N/A	2505.1		N/A	2507.8	

GRADE 5 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2016	2017	CHG (+/-)	2016	2017	CHG (+/-)
GRADE 5	2480.7	2475.3	5.4	2503.7	2519.7	16
HISPANIC	2478.9	2475.7	3.2	2502.1	2520.2	18.1
ELL	2453.5	2411.9	41.6	2481.9	2481.3	.6
SOC ECON DISADV.	2477.0	2460.4	16.6	2498.6	2518.7	20.1
GRADE 6 CAASPP SCALE SCORES COMPARISON						
	ELA			MATH		
	2016	2017	CHG (+/-)	2016	2017	CHG (+/-)
GRADE 6	2537.0	2517.9	19.1	2530.8	2536.1	5.3
HISPANIC	2542.3	2520.5	21.8	2534.3	2535.3	1.0
ELL	*	2479.2	*	*	2494.3	*
SOC ECON DISADV.	2541.5	2520.4	21.1	2536.8	2541.7	4.9

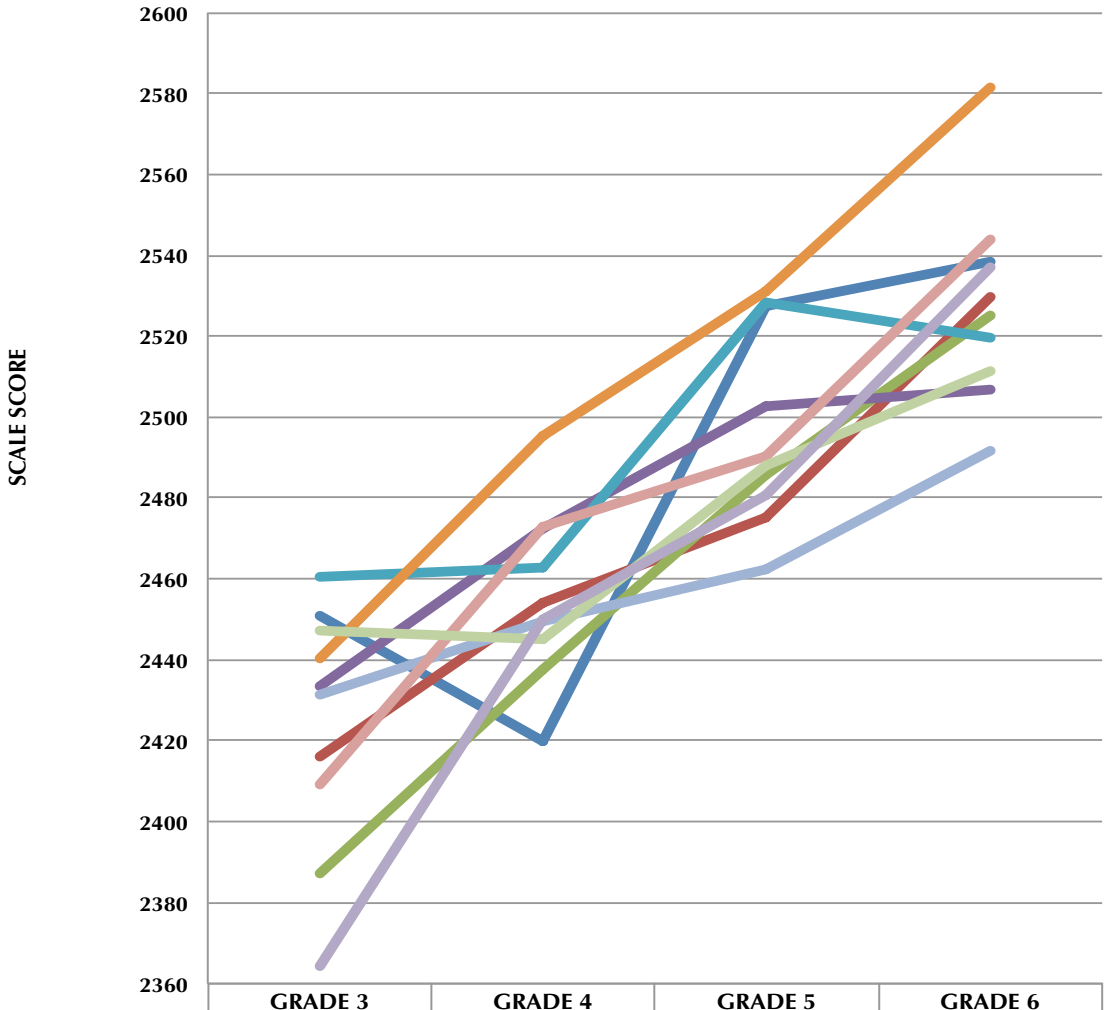
The following charts represent the cut scores for ELA and Mathematics by grade level and academic performance on the CAASPP established by the CDE/SBE.

CAASPP ELA	STD NOT MET	STD NEARLY MET	STD MET	STD EXCEEDED	MAX
Grade 3	2114	2367	2432	2490	2623
Grade 4	2131	2416	2473	2533	2663
Grade 5	2201	2442	2502	2582	2701
Grade 6	2210	2457	2531	2618	2724
Grade 7	2258	2479	2552	2649	2745
Grade 8	2288	2487	2567	2668	2769
Grade 11	2299	2493	2583	2682	2795

CAASPP MATH	STD NOT MET	STD NEARLY MET	STD MET	STD EXCEEDED	MAX
Grade 3	2189	2381	2436	2501	2621
Grade 4	2204	2411	2485	2549	2659
Grade 5	2219	2455	2528	2579	2700
Grade 6	2235	2473	2552	2610	2748
Grade 7	2250	2484	2567	2635	2778
Grade 8	2265	2504	2586	2653	2802
Grade 11	2280	2543	2628	2718	2862

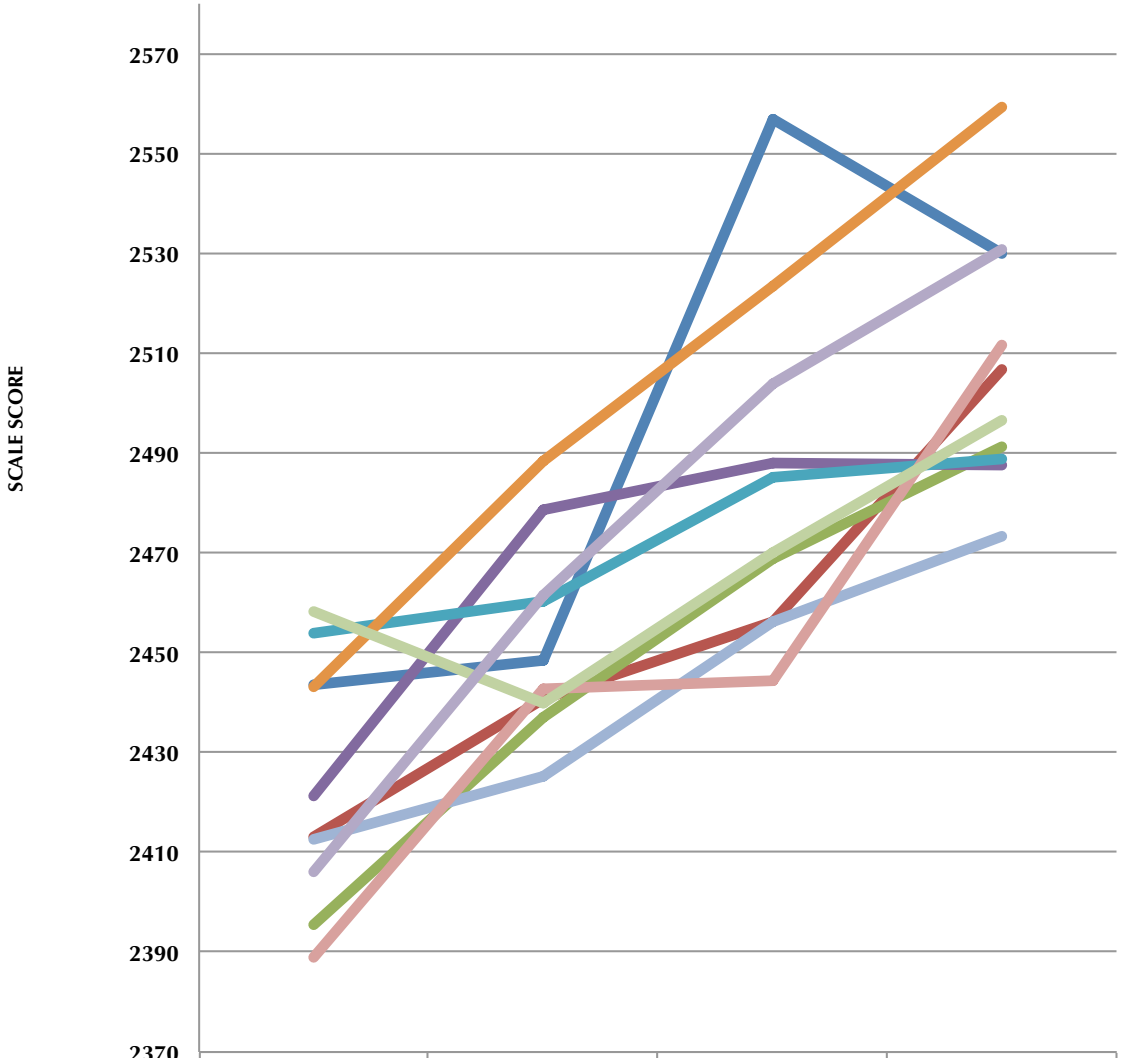
The following charts compare grade 3-6 CAASPP Scale Scores from 2015 to 2016 and by local neighboring elementary schools. For Hawking 1 in Chula Vista, there have been significant gains from 2015 (baseline) to 2016 in student performance.

LOCAL SCHOOLS COMPARISON CHART OF 2016 CAASPP ELA SCALE SCORE RESULTS BY GRADE LEVEL



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HAWKING I	2450.9	2419.9	2527.3	2538.4
LAUDERBACH	2416.1	2454	2475.2	2529.7
MONTGOMERY	2387	2437.5	2485.5	2525.2
CASTLE PARK	2433.5	2472.3	2502.9	2507
LOMA VERDE	2460.4	2463	2528.5	2519.6
HILLTOP DRIVE	2440.2	2495.4	2531	2581.3
VISTA SQUARE	2431.4	2449.7	2462.5	2491.7
JUAREZ-LINCOLN	2409.2	2472.8	2490.1	2543.8
RICE	2447.1	2445.1	2488.2	2511.3
HAWKING II	2364.1	2450.1	2480.7	2537

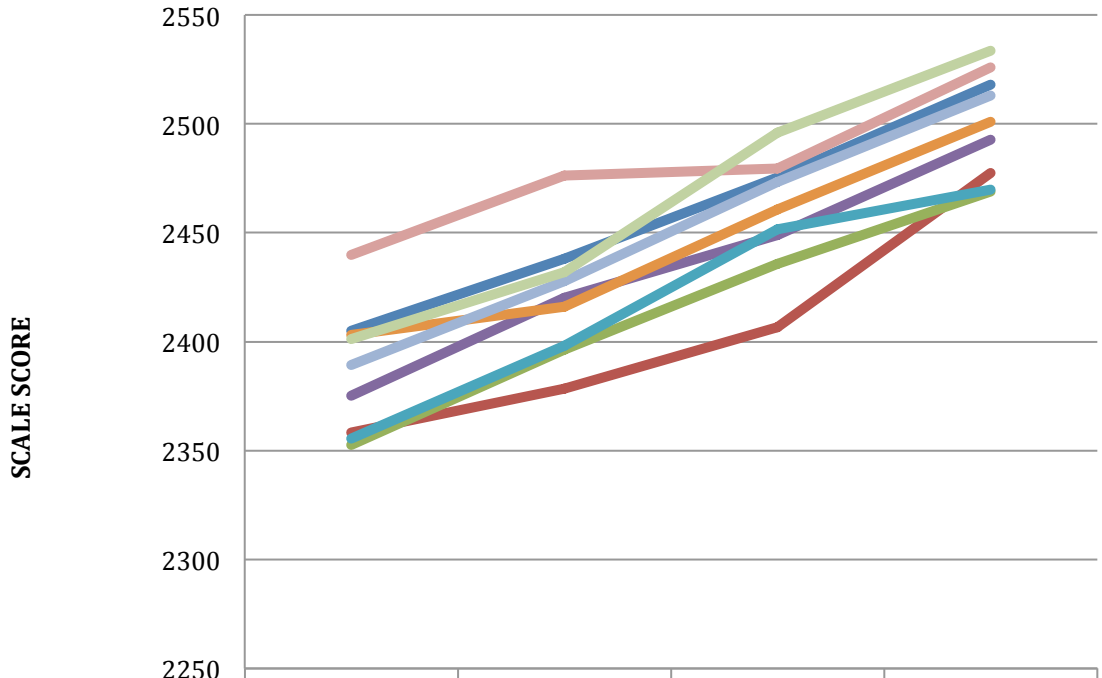
LOCAL SCHOOLS COMPARISON CHART OF 2016 CAASPP MATH SCALE SCORE RESULTS BY GRADE LEVEL



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HAWKING I	2443.4	2448.6	2556.7	2530
LAUDERBACH	2413.1	2440.9	2456	2506.6
MONTGOMERY	2395.5	2437	2468.9	2491.3
CASTLE PARK	2421.3	2478.8	2487.9	2487.6
LOMA VERDE	2453.9	2460.1	2485.2	2488.6
HILLTOP DRIVE	2443	2488.5	2523.3	2559.5
VISTA SQUARE	2412.5	2425.1	2456.4	2473.5
JUAREZ-LINCOLN	2388.8	2442.8	2444.4	2511.8
RICE	2458.3	2439.7	2470	2496.5
HAWKING II	2406.1	2461.7	2503.7	2530.8

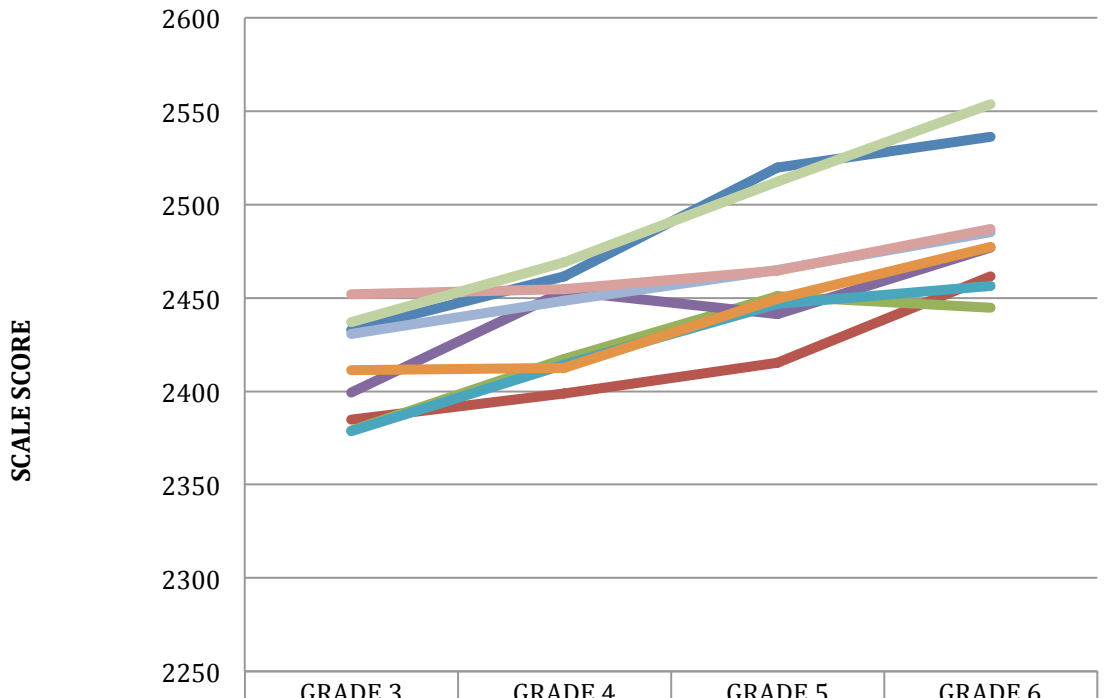
The following charts compare grade 3-6 CAASPP Scale Scores in 2017 by local neighboring elementary schools for Hawking 2 in San Diego.

LOCAL SCHOOLS COMPARISON CHART OF 2017 CAASPP ELA SCALE SCORE RESULTS BY GRADE LEVEL



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HAWKING 2	2405	2438	2475.3	2517.9
BERRY ELEM.	2358.3	2378.5	2406.7	2477.3
WILLOW ELEM.	2352.6	2396.3	2435.7	2468.8
NICOLOFF ELEM.	2375.2	2420.2	2448.9	2492.8
SUNNYSLOPE ELEM	2355.5	2398	2451.5	2469.9
SUNSET ELEM	2403	2416.1	2460.8	2500.9
PENCE ELEM.	2389.2	2427.9	2473.3	2513
IB CHARTER	2439.7	2476.4	2479.6	2525.8
NESTOR ELEM	2401.2	2432	2496	2533.6

LOCAL SCHOOLS COMPARISON CHART OF 2017 CAASPP MATH SCALE SCORE RESULTS BY GRADE LEVEL



	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HAWKING 2	2432.8	2461.6	2519.7	2536.1
BERRY ELEM.	2384.8	2398.9	2415.1	2461.6
WILLOW ELEM.	2378.8	2417.2	2451	2444.9
NICOLOFF ELEM.	2399.3	2453.7	2441.3	2476.8
SUNNYSLOPE ELEM	2378.6	2414.3	2446.8	2456.4
SUNSET ELEM	2411.3	2412.4	2449.6	2477.3
PENCE ELEM.	2430.7	2448.4	2465.1	2485.2
IB CHARTER	2451.9	2454.6	2464.7	2486.9
NESTOR ELEM	2437	2469.2	2512.1	2553.6

ENGLISH LEARNER RECLASSIFICATION RATES

The following chart illustrates the annual reclassification rates for EL, with Hawking 1 in Chula Vista in blue and Hawking 2 in green. The Charter School has recently revised their Reclassification criterion that uses CAASPP assessment results as a factor. The

reclassification criteria include a comprehensive review of assessments, student work, teacher feedback and parent input.

RECLASSIFICATION RATES		
	TOTAL #	PERCENTAGE
2014-15	3	1%
2015-16	20	10%

RECLASSIFICATION RATES		
	TOTAL #	PERCENTAGE
2014-15	0	0%
2015-16	14	4%
2016-17	49	21%

AVERAGE DAILY ATTENDANCE

The following chart illustrates the Average Daily Attendance (ADA) for the past four years. The Principals closely monitor attendance reports on a daily and weekly basis. Parents are contacted when students are absent in order to address the reason for the absence; and prevent truancy. Hawking STEAM Charter School has also implemented school-wide attendance initiatives to maintain high attendance rates that average 96-97%.

	TOTAL ADA
2013-14	91%
2014-15	97%
2015-16	96%
2016-17	97%

TOTAL ADA	
2014-15	97%
2015-16	96%
2016-17	97%
2017-18	97%

SUSPENSION & EXPULSION RATES

The following chart provides an overview of the suspension and expulsion rates for the past 4 years. Our charter school has effectively implemented the HBOT character traits program that encompasses key elements of mindfulness. This program has promoted a school-wide 'Culture of Learning,' and 'Culture of Respect,' that are exuded by both students and adults. A positive school climate is instrumental in engaging students, ensuring positive behavior, and in providing an environment that is conducive to learning.

	SUSPENSION RATE %	EXPULSION RATE %
2013-14	0.8%	0%
2014-15	2.6%	0%
2015-16	0.9%	0%
2016-17	1.0%	0%

	SUSPENSION RATE %	EXPULSION RATE %
2014-15	2.7%	0%
2015-16	.9%	0%
2016-17	1.1%	0%

OTHER RELEVANT DATA

Hawking STEAM Charter School has implemented a data-driven culture school-wide where the Principals and Interventionist meets with teachers in grade level teams to review, disaggregate and analyze student achievement data from local and state mandated assessments on a bi-weekly basis. On a monthly basis, the Principals, and interventionist present school-wide and grade level data to teachers during staff development meetings to further review student achievement data and identify which students require intervention and/or referral to the Student Success Team (SST).

The SST process provides the platform whereby students, parents, teachers and administration collaborate to develop goals and identify appropriate interventions to be provided. As a result, students have a voice and take ownership of their learning in developing academic goals.

At Hawking STEAM Charter School, academic intervention and social enrichment programs are structured based on identified student needs. This process allows teachers to

focus on creating meaningful curriculum that addresses student academic, social and emotional needs with the course content.

PHYSICAL FITNESS TEST (PFT)

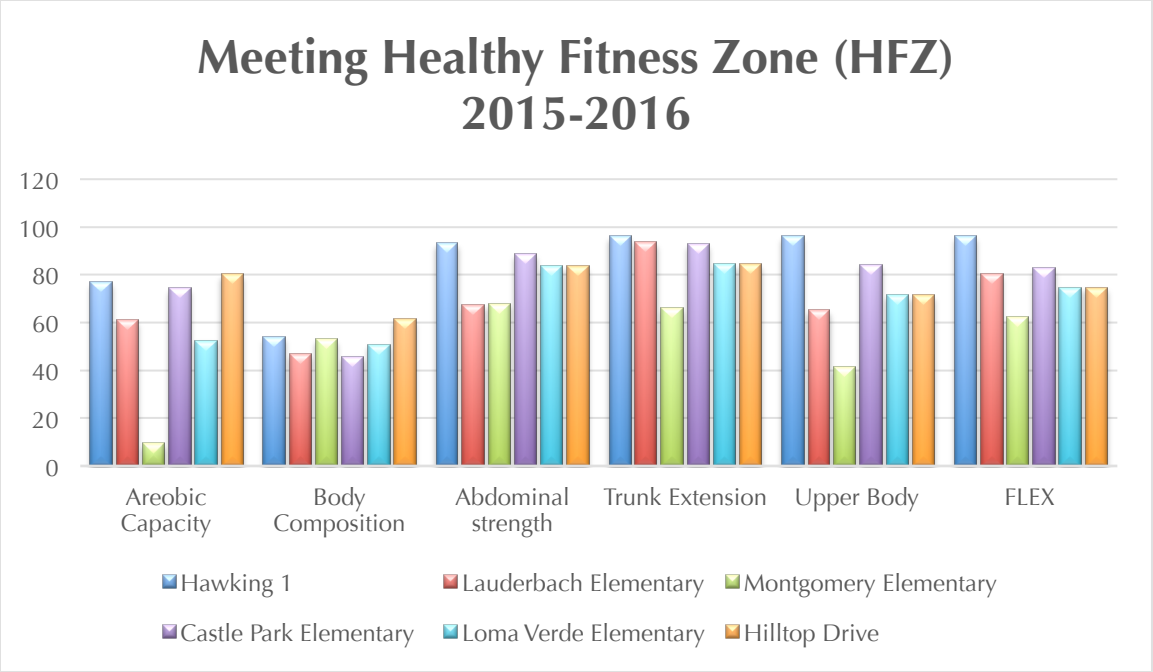
In 2015, Hawking STEAM Charter School launched a campaign to inspire students to learn about the benefits of physical health and athletics in addition to the arts. As a result, the "A" in STEAM stands for "athletics and the arts." The 5th grade math teacher and physical education teacher designed a math project to track student Fitnessgram data and goal setting, and illustrated this with graphs. Our parent volunteers served as examiners and motivators while community members donated materials and their time. The campaign was successful as illustrated in our 2016 Fitnessgram results.

In addition, our school plans to host a Health Fair that includes health screenings, and information on health and fitness open to the public at no cost, as part of our continuous campaign on physical fitness.

The following bar graph and chart illustrate Hawking STEAM Charter School's grade 5 performance on the 2016 Physical Fitness Test (PFT) in the six areas tested; compared with those results of the following schools:

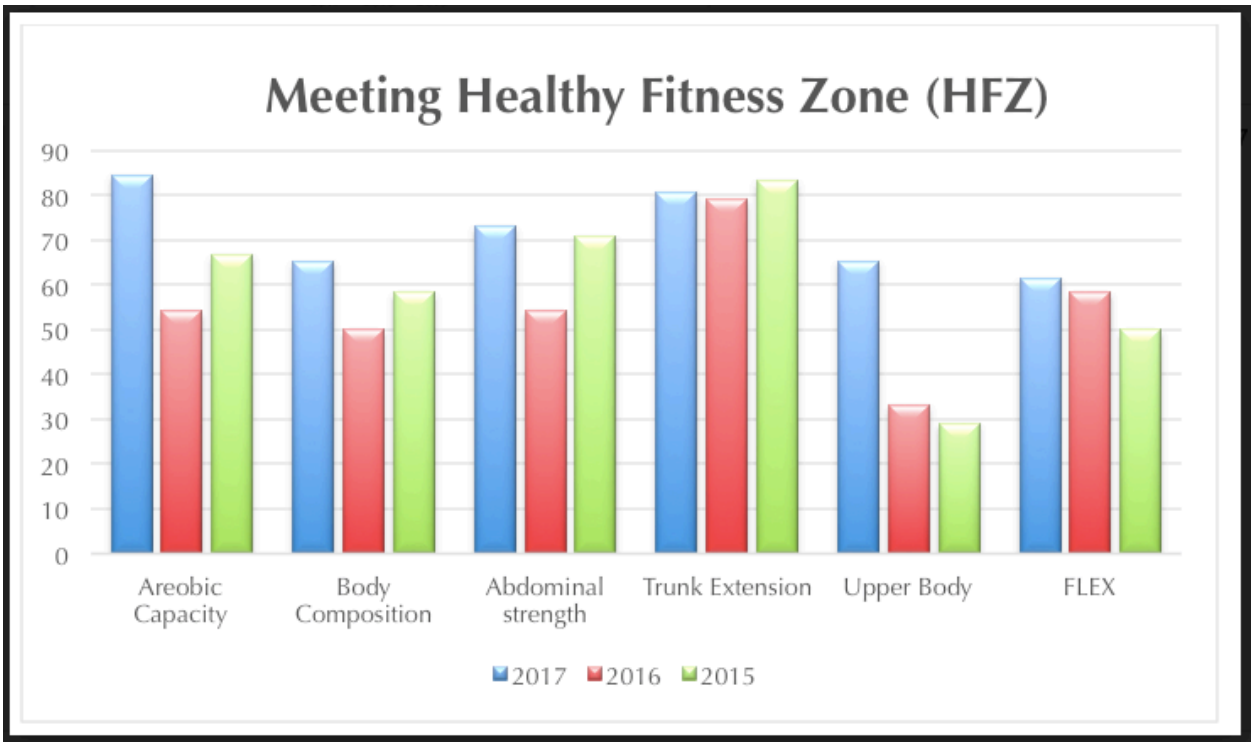
- Lauderbach Elementary
- Castle Park Elementary
- Loma Verde Elementary
- Hilltop Drive
- Montgomery Elementary

Although our students outperformed these local schools in all areas, we have identified 'body composition,' as an area for growth. As a result, this year, our credentialed physical fitness teacher has made modifications to the curriculum; our school has started a grade 5 soccer team that includes conditioning skills, where students increase muscle mass while burning fat; and our entire campus has contracted meal services through Revolution Foods that provides healthy, organic meals; that contain no trans fats and no preservatives. In addition, the sale of junk food, or soda on campus is prohibited. Our school has partnered with Youth to the Core that provides our students with lessons on nutrition, health and physical fitness starting with grade 2.



	H1	LM	ME	CPE	LVE	HD
Aerobic Capacity	76.9	60.9	9.4	74.3	52.5	80.2
Body Composition	53.8	46.7	52.8	45.7	50.8	61.5
Abdominal strength	93.3	67.4	67.9	88.6	83.6	83.5
Trunk Extension	96.2	93.5	66	92.9	84.6	84.6
Upper Body	96.3	65.2	41.5	84.3	71.4	71.4
FLEX	96.2	80.4	62.3	82.9	74.7	74.7

The 2017 data are not yet public (as of the preparation of this document) but we have included the HFZ chart below for Hawking 2 in South San Diego. The gradual progress is indicative of the daily PE classes and well-developed lessons as well as the expansion of our Running Club.



ACCOMPLISHMENTS FROM THE LAST CHARTER TERM

The following is a list of accomplishments that support our charter school's mission and vision:

- In the first year of operation, the local news featured Hawking STEAM Charter School as one of the first Science, Technology, Engineering, Arts/Athletics, and Mathematics ("STEAM") focused Charter Schools serving the South Bay community.
- In 2012, the San Diego Marine Group donated equipment to launch our first soccer team.
- The San Diego Center for World Music provided our charter school with a grant that funded music instruction specifically on how to play the Tabla, an Indian drum, and incorporating math standards to music instruction. As a result of this program, our Charter School was recently featured in a documentary discussing the impact of music in primary education.
- In 2014, Teacher Created Materials (TCM) awarded Hawking STEAM Charter School with the following educational materials: a complete Phonics curriculum; an online library containing over 250 books; guided reading libraries; and arts integrated teachers' guides currently used for Science learning centers.
- Achieve 3000 awarded our school a one-year free subscription to pilot Smarty Ants, a phonics based program for grades TK-2.

- Our school's sound system was upgraded as a result of a generous grant.
- Our school has partnered with Urban Corps of San Diego County who provides recycling services and guest speakers who discuss the impact of preservation and conservation with our students.
- Our school has developed a partnership with the Sierra Club who provides Inspiring Connections Outdoors ("ICO") activities for our students. These outdoor activities include backpacking, camping, canoeing, skiing, sledding, rafting, and hiking. The program promotes a deep appreciation for and the protection of the natural environment for our students through their participation in outdoor adventures and environmental education.
- Our school hosts field trips for students to participate in the following activities: golfing, bowling, cycling, and swimming.
- The Maldonado Family Foundation donated supplies (soil, seeds, composting supplies) and training to launch the Stewards of the Land ("SOL") Workers.
- There has been a 100% parent attendance at both the school-wide Expos (Presentations of Learning), and the Student Led Conferences ("SLC").
- Since 2012, the Charter School has successfully launched 10 Expos with over 800 parents and family members in attendance.
- Our students have led numerous canned food drives, resulting in over 500 pounds donated to the community. In addition, our students/families have donated over 1,000 toys to Toys for Tots as part of the Christmas drive.
- Our staff and students have participated in run/walk competitions that support various health initiatives and non-profit organizations.
- Our school's staff retention rate has maintained at 90% since 2012.

STEAM-BASED PROGRAM ADOPTION

As a STEAM-based educational program, Hawking strives to integrate the "arts" across all disciplines. Our teachers have received extensive professional development on both arts and technology-based integration to ensure teachers utilize and expose our students to technology-based tools as part of their learning experience and platform. In addition, for our students to be successful our school implemented a rigorous and Common Core-aligned literacy and math program. The following chart provides a list of the web and non-web based curriculum and supplemental curriculum that have been adopted school-wide.

Curriculum	Grade Level	Description
Smarty Ants	**TK-2**	A computer adaptive program that focuses on phonics development.
Little Bits Robotics	**TK-2**	Engineering: This program provides students with a basic understanding of robotics and engineering concepts.

RazKids	**TK-2**	Provides students with an online library of books, in order to foster the love of reading. We strongly encourage students/families to also use this program at home.
Mystery Science	**TK-2**	This is a hands-on web-based science and engineering program aligned to the Next Generation Science Standards (NGSS). The program provides videos for streaming that students can access based on their level of understanding.
Brain Pop & Brain Pop Jr.	**TK-3**	Provides access to online streaming of 1,000 short animated movies for students in grades K-12 (ages 6 to 17), that include quizzes and supplemental guides covering all STEAM disciplines.
Khan Academy	**3-6**	An online program where students can access videos across most disciplines. Our high achieving and low-achieving students access these videos for re-teaching or advance to the next level in math.
TCI Science	**3-6**	An online program that provides teachers with tools, resources and science curriculum that is engaging and aligns to the NGSS.
Achieve 3000	**3-6**	Achieve3000 is a web-based program used daily by all students that provides differentiated instruction in an adaptive content system that integrates ongoing assessment, engaging nonfiction content and robust scaffolds; and linguistic supports for struggling students and English Language Learners.
Center for World Music	**TK-6**	Teaching Artists/musicians who have a deep understanding of world music. They serve as teaching assistants at our school.
Music IQ	**TK-6**	An online music program used by students who are learning to play the piano.
STEAM Lab	**TK-6**	A lab where students are engaged in STEAM activity rotations every 20 minutes.

Eureka Math	**TK-6**	Also known as EngageNY— Eureka Math was designed specifically for the Common Core Standards in mind. It provides TK-12 curriculum that sequences mathematical progressions into modules.
Renaissance Learning	**TK-6**	A computer adaptive math benchmark assessment used to provide teachers with snapshots on student learning; and provides students with individual lessons at their pace. It is an online blended learning tool used by teachers.
Gadgets and Gizmos	**TK-6**	An engineering curriculum organization that provides hands-on engineering experiences to our students each week.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

MISSION

Hawking STEAM Charter School prepares students for college and career readiness through an integrated Project-based STEAM curriculum that includes social emotional awareness.

VISION

Hawking STEAM Charter School's vision is to ensure that Transitional Kindergarten through grade 12 students are engaged in discovery, exploration, and problem-solving through rigorous Project Based Learning activities, aligned to the Common Core State Standards ("CCSS") and the Next Generation Science Standards ("NGSS") that are STEAM-based. We strive to develop our students' academic, social, and emotional knowledge so they may engage in public discussions, presentations and pursue STEAM-focused careers.

INTRODUCTION

HISTORY: Hawking STEAM Charter School began when a group of parents and supporters decided that they wanted to provide an innovative and challenging STEAM program for the youngest of children, beginning at Kindergarten and continuing

throughout their high school years. The Sweetwater Union High School Board approved of this vision and moved forward with the authorization of "Hawking 1" in 2012. The founders envisioned a continuous program of study that would build on students' natural curiosity from a young age and provide an uninterrupted education. Upon Hawking 1's success, the waitlist grew and more families expressed a desire to be able to provide this option for their children, too. As a result, the "Hawking 2" charter petition was drafted and the SUHSD Board met and authorized a second charter.

MULTIPLE CHARTERS: Two schools opened as independent entities with separate charters but with a common vision and common governing board.

DEPENDENT STATUS: At that time, the schools opened as "arm of the district" or "dependent" charters and relied on the District to provide many of the services required by traditional public schools, including back office services such as accounting and human resources.

INDEPENDENT STATUS: With time, it became evident that both the District and the charter schools wanted the charter schools to be more autonomous; therefore, material revisions were prepared and ultimately approved by the SUHSD Board to convert the charter schools to independent status. As a result, the charter schools would provide their own back office and no longer burdened the District with these processes.

RENEWAL: In 2017, Hawking 1 was successfully and unanimously reauthorized for another 5-year term by the SUHSD Board. Its term is July 1, 2017 through and including June 30, 2022.

MERGER: As Hawking 2 prepared to begin its process of renewal in 2017 (its 5th year), the Hawking Board, in consultation with its staff, parents, employees, and legal counsel, determined that the best course forward would be to merge Hawking 2 into Hawking 1, and operate one school and two campuses for students in grades TK-12. Such mergers are not uncommon statewide. At this time, this petition includes the material revision to merge Hawking 2 into Hawking STEAM Charter School.

SCHOOL CULTURE

Our school culture is outlined by our Community Commitments, represented by the letters "H-BOTS." H-BOTS is a symbol of an entity that can be transformed into anything one's imagination desires. The acronym stands for:

- H: Be Healthy (mind, body and spirit)
- B: Be Your Best (never give up, value the discipline to reach your goals)
- O: Be Open-minded (think outside of the box)
- T: Be Terrific (character traits represented by consonants: trustworthy, responsible, respectful, fair, compassionate and caring)
- S: Learn through STEAM

COMMUNITY NEED FOR THE CHARTER SCHOOL

Hawking STEAM Charter School was established in 2012 as the first STEAM public school serving the South Bay. Currently, our charter school serves 437 students in grades TK-6 and within 5 years will serve a total of 1,175 students in grades TK-10 by Fall 2021 (the term of this 5-year charter petition). Hawking STEAM Charter School provides all students with an innovative and rigorous STEAM educational program. Our mission is to prepare our students for college and career readiness through an integrated Project-based STEAM curriculum that includes social emotional awareness.

STUDENT POPULATION SERVED "OUR STUDENTS"

Hawking STEAM Charter School serves a student population reflective of the general population residing in the territorial jurisdiction of the District. It includes:

- 90% Hispanic
- 3% White
- 2% Asian
- 2% African-American
- 3% 2+ Races
- 75% Free/Reduced Lunch
- 50% English Language Learners
- 4% Students with Disabilities

Hawking STEAM Charter School has implemented the following programs to provide educational equity and support for students and their families served:

- An academic tutoring program that takes place before & after-school
- Access to the Computer Lab for upper grade students who do not have access to internet at-home to complete homework
- On-site parent room that has computers with access to the internet for parent use
- After school program focused on athletics and team building
- 1:1 Student to computer ratio in grades 2-6
- Provide families with information on reduced-price internet service for home use, via Cox Cable

PROJECTED ENROLLMENT

Our projected enrollment is dependent on our facilities allocation from the Prop 39 process that will be finalized by May 1, 2018 as well as the progress of private facilities negotiations (outside of the scope of Prop 39) that are on-going and not decided or finalized at this time. As a result, included here are only enrollment projections given what we believe given our facilities situation. The following chart illustrates our charter school's five-year projected enrollment and grade expansion. Hawking STEAM Charter School will serve grades TK-10 by fall 2021 and will serve TK-12 by fall 2023. The following chart illustrates the 5-year projected enrollment by grade level. Starting with the 2017-18 school year, our charter school will gradually increase by one classroom starting

with Kindergarten and will again continue to do so the following school year in fall 2018, in order to serve 100 students per grade level.

5-YEAR Projected Enrollment															
	TK	K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	TOTAL
2017-18	42	112	142	147	140	133	89	70	0	0	0	0	0	0	875
2018-19	64	128	147	147	147	144	141	97	50	0	0	0	0	0	1065
2019-20	64	138	160	147	147	147	144	141	102	60	0	0	0	0	1250
2020-21	64	138	160	160	147	147	147	144	141	102	70	0	0	0	1420
2021-22	64	138	160	160	160	147	147	147	144	141	72	80	0	0	1560
2022-23	64	138	160	160	160	160	147	147	147	144	141	72	80	0	1720
2023-24	64	138	160	160	160	160	147	147	147	147	144	141	72	80	1867

In accordance with Education Code Section 47605(a)(6), the Charter School is proposing to serve students in all of the grade levels served by the District. The Charter School feels that it will be able to launch its first middle school classrooms successfully and with fidelity to the educational program described herein in 2018-2019, if facility space is acquired at either of the two sites. Otherwise, once Hawking STEAM Charter School's new facility is selected and completed (currently anticipated to be summer of 2019), the Charter School will expand to serve students in middle and high school grades.

As Hawking transitions to serve middle and high school grades, it will hire appropriately credentialed staff with expertise in these areas. Currently, we are researching high quality middle and high school STEAM programs as we continue to plan and develop our contiguous K-12 model to best serve the academic needs of our students, based on data collected from our currently enrolled students. We will therefore implement an educational program built upon this longitudinal data.

STUDENT LEARNER OUTCOMES

The Student Learner Outcomes (SLOs) are measurable school-wide goals that every student is expected to achieve upon graduation from Hawking STEAM Charter School. Our SLOs are embedded in our curriculum, instructional practice, core values and daily culture school-wide.

Hawking STEAM Charter School graduates will be:

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.

- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the **Inquiry Process** to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Collaborate and participate in experiential learning and utilize problem-solving techniques

Effective Communicators who:

- Demonstrate Content area and grade level mastery in Reading, Writing, Mathematics, History and Science
- Collaborate, work effectively, and manage interpersonal relationships with peers.
- Participate in projects, presentations, Expos, and host exhibitions, which connect students to the 'real world' and the community.
- Utilize problem-solving techniques for conflict resolution and compromise

21st Century Scholars who:

- Use technology effectively as a learning tool to access information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Use Visual and Performing Arts as learning tools and as a means of expression.
- Have a clear understanding and meet UC A-G eligibility requirements

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our global world.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures (through a multi-cultural curriculum)
- Contribute to the improvement of life at their school and local community through leadership skills and participation in annual community projects.

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

An educated person in the 21st Century must possess a diverse set of characteristics and skills in order to function in a global society. An educated person requires advanced levels of literacy and mathematical skills to thrive under the rigors of post-secondary challenges, and successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st Century require a firm grasp of technology through regular exposure and access to computers and technological tools. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. They must possess the capacity to draw upon their educational and experiential background to make decisions that reflect those of a socially responsible global citizen.

Hawking STEAM Charter School will lead our students to become 21st century educated citizens. A Hawking graduate will be a person who possesses the following skills:

- Understands the core academic content at much higher levels than basic competency.
- Is adept at utilizing information technologies and communication technologies.
- Examines issues from multiple perspectives.
- Is respectful of themselves, others, and the environment.
- Takes responsibility for their behavior and the effect of their actions towards others and the environment.
- Assesses and solves problems both independently and collaboratively.
- Reflects on their own work and the work of their peers in a constructive manner.
- Understands the skills of democratic participation such as mediation and conflict resolution, leadership, consensus building, speaking and listening skills and collaboration.
- Communicates effectively in their ability to articulate written and spoken ideas clearly and confidently in more than one language.
- Holds a sense of personal commitment to action and service.
- Is a self-directed, self-knowledgeable, and active participant in their communities, in life, and become lifelong learners.

Additionally, a 21st century educated person is resourceful and flexible to the changing demands of the job market

Hawking STEAM Charter School will instill in every student the thirst for knowledge by making substantive connections between classroom instruction and real-world applications. For our students this is accomplished daily through project based learning, mastery in digital technology that incorporate STEAM-based learning experiences.

Together as a community, Hawking STEAM Charter School teachers, students and parents transform the status quo into an educational opportunity that provides a learning environment that requires students to critically think and be creative, necessary skills to survive and succeed in the 21st century.

The goal at Hawking STEAM Charter School is to instill, tenacity, grit, and courage in every student so they will persevere and excel. We believe that providing a high quality and rigorous STEAM educational program to an underrepresented community will serve to transform the community and prepare our students to lead in the 21st century.

Hawking STEAM Charter School is distinguished by the following unique characteristics in creating a curriculum committed to 21st Century Learning Skills:

- The belief in a strongly articulated TK-12 continuous educational program that combines project based learning, with a STEAM-based educational program.

- Provide hands-on engaging and authentic learning experiences for students that are age appropriate and content relevant.

- Every classroom provides students with an environment of discovery, exploration, project building, collaborating and problem solving as part of daily instruction.

- All literacy and math curriculum is web-based, accessible to students at school and home.

- Course content and skills are taught using an interdisciplinary/cross-curricular approach for hands on learning to connect learning to real world challenges and possibilities.

- By developing students emotionally, socially and academically, the Charter School is confident that students will be prepared to engage in public discussions, presentations, and pursue post-secondary education.

INNOVATIVE FEATURES OF THE STEAM EDUCATIONAL PROGRAM

Hawking STEAM Charter School serves as an educational laboratory to students in grades TK-12, 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. ~ Hawking

Scientists have become the bearers of the torch of discovery in our quest for knowledge. ~ Hawking

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

- **TECHNOLOGY:** Starting with kindergarten, our charter school has implemented a one-to-one student to device ratio. Students in kindergarten through second grade use iPads to facilitate their learning; and students in grades three and above use netbooks. In addition, we maintain additional technological devices so that students can use and become familiar with different technology platforms, including Mac and Microsoft Windows operating systems. Our blended model includes the use of programs such as Khan Academy, Zearn Mathematics, Learning A to Z, Brain Pop, and

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

- **ENGINEERING:** Engineering is embedded in the NGSS standards and in our adopted science curriculum. Teachers and students have access to 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.'

- **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 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.

- **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 real-world 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.

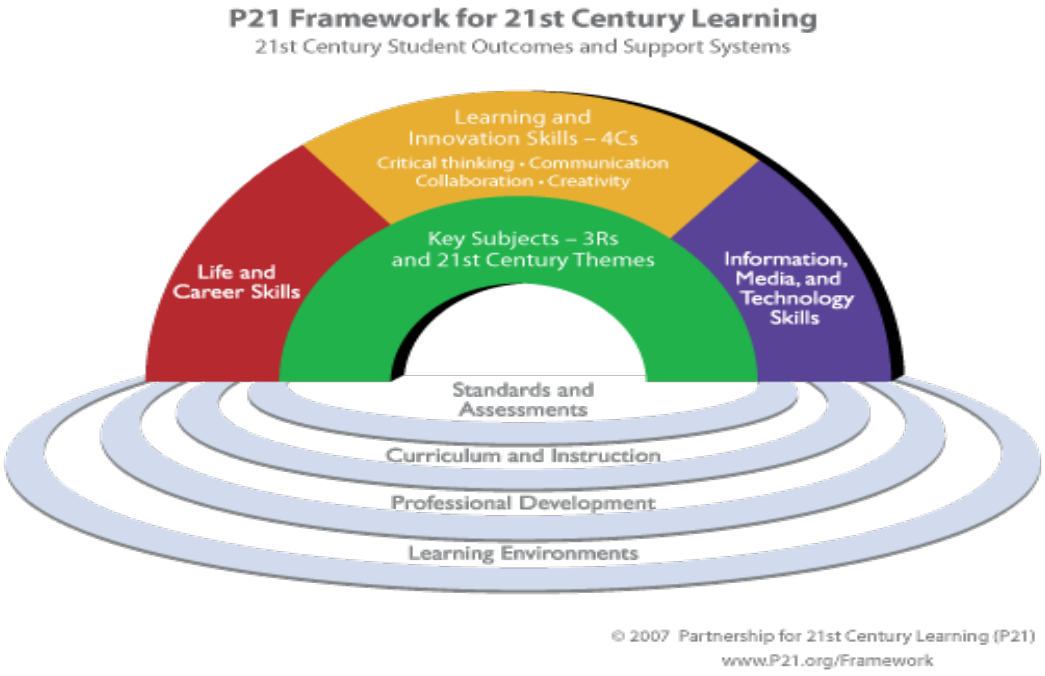
MEETING STUDENT NEEDS

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.

HOW STUDENTS WILL BECOME COMPETENT: CORE CLASSES

The themes and lessons taught at Hawking STEAM Charter School are guided by the Common Core State Standards with student's interests in mind. Our school follows the protocol presented by P21 Framework for 21st Century Learning.



The P21 Framework was developed to help practitioners integrate skills into the teaching of core academic subjects. The Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. The framework describes the skills, knowledge and expertise students must master in order to succeed in work and life: it is a blend of content knowledge specific skills, expertise and literacies. The essential skills for success in today's world include:

- Learning & Innovation Skills
- Life & Career Skills
- Information, Media and Technological Skills

These skills are learned across the expanded core subjects, essential for all students in the 2st century. Teachers and staff at Hawking STEAM Charter School will provide a supportive environment with the individualized attention of a small school, while engaging students in challenging standards-based coursework. Education focuses on the

four core disciplines of English, Science, Mathematics, and History/Social Sciences, and all students in high school will meet the University of California A-G requirements upon graduation.

- Language Arts: Students will be competent communicators when they graduate from Hawking STEAM Charter School. The ELA curriculum will be based on the Common Core State Standards, which require the mastery of various modes of communication including writing and public speaking.

- Social Studies: Students will be competent in using their education to understand the past and how it influences the direction of societies. Students will understand how the government and world works by studying the social sciences. Students' social science education will be based on the mastery of the Common Core State Standards.

- Mathematics: Students will develop their abilities to reason logically, understand, and apply mathematical processes and concepts, including those outlined in the Common Core State Standards for Mathematics using the Integrated Math Pathway in High School, which Hawking STEAM Charter School staff and governing board deem appropriate.

- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, and biology. Each of the science courses and/or disciplines will be taught using the Next Generation Science Standards.

- World Languages: Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, associated with the second language. All language classes will be grounded in the California frameworks.

- Other Competencies: Technology-Students will gain proficiency in the skills needed in a technological world. Students will be given hands-on experience at mastering basic computer skills as the use of computers is incorporated into their classes.

HOW LEARNING BEST OCCURS

Hawking STEAM Charter School firmly believes that all students can excel and thrive. Our school creates learning experiences that are student centered, academically engaging, technologically involved, creatively empowered, and socially, emotionally and civically engaged. The underlying, student/child-centered philosophies of education that support

student engagement at Hawking STEAM Charter School, are closely connected to the powerful learning methods described in the works of Lev Vygotsky, John Dewey, Jean Piaget, Howard Gardner, Linda Darling-Hammond, and other researchers. We start with the simple premise that "education should be student (child)-centered; and we should begin planning the lesson by looking at where the child is developmentally." (John Dewey)

We believe learning best occurs when:

- Students feel safe, nurtured and supported in a caring school environment with clear, fair and consistent expectations for student and adult conduct.

- Students and adults are expected to push their own limits, with appropriate guidance and enthusiastic support. Students must be challenged and we must have high expectations for their own futures. They must be provided with appropriate, individualized support to achieve the goals, and provided with meaningful opportunities to demonstrate their accomplishments and successes. As such, teachers must analyze student achievement data on an ongoing basis, to scaffold learning and differentiate instruction in order to lead all students to academic growth and achievement.

- Instruction is authentically child-centered and presented in a meaningful context that is relevant to students' lives.

- Students must be active, not passive learners. True mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standard and be better equipped to handle the challenges of the future.

- Teachers have ample resources, including time, training and coaching to develop their skills and talents. It is imperative that teachers study and understand research-based/evidence-based practices in education, learn from experienced lead teachers and collaborate with peers in order to consistently be learners in the context of our school community.

- Data is used on an ongoing basis: consistently, continuously and effectively to modify curriculum to individual student's needs. The use of effective assessment tools (web-based, formative, summative) and effective data systems will help educators continually assess and refine their curriculum's impact on each individual child throughout the school year.

- Collaboration, cooperation and communication skills are highly valued. Understanding and respecting diverse perspectives and people, effectively communicating and building relationships are all imperative in today's technology-based global society. We believe that learning best occurs when students have confidence and believe they can succeed. When students are given the opportunity to express their skills, talents and intelligence across a variety of contexts, they are able to realize more success and thus develop more confidence.

GOALS FOR LONG-TERM STUDENT SUCCESS

The following are school-wide goals our school adheres to in order to ensure long-term student academic success.

- Establish a College-going culture.

- Create substantive connections between classroom instruction and real-world, workplace applications.

- Foster rich and mutually respectful relationships between adult educators and students to inform personalized instruction.

- Strong emphasis on the development of academic language and formal register for all students.

- Encourage the modeling of life-long learner outlook and teamwork among teachers, while providing them with ongoing professional development that facilitates growth and refinement of pedagogical skills.

INSTRUCTIONAL DESIGN

Hawking STEAM Charter School relies heavily on the concept of wondering, discovery and presentation skills. The Charter School's approach to Project-Based Learning is a combination of activities aligned to Common Core State Standards and student exploration and research. In 2017-2018, the Charter School will develop an ongoing relationship with the Buck Institute for Education, the top leading organization on Project-Based Learning instruction.

Project-based learning at Hawking STEAM Charter School offers two key elements: they are comprehensive and all encompassing. In other words, projects are a core part of student learning that permeates and integrates activities at our school. This enables students to make real connections between subjects and deepen their understanding of skills and content. Our teachers carefully plan and detail all aspects of projects before starting, including alignment to standards across all subject areas. During common planning time, teachers collaborate to create projects, and then use student achievement data to continuously refine their plans to ensure the needs of each individual student are being met.

It is imperative that our projects are not simply hands-on; they must be authentic and meaningful, allowing students to see the real-world implication of the academic skills and knowledge they master. More importantly, they are able to develop and apply problem-solving, critical and creative thinking, communication, collaboration, and other crucial skills in a variety of practical contexts and settings and see how "real people" utilize these skills in the everyday workplace. Students gain confidence in their own abilities and the possibilities for their own futures, motivating them to persist in their education.

Projects at Hawking STEAM Charter School helps students become self-directed. Engaging in hands-on, real-world project work helps learners "construct meaning by using recognition, memorization, conservation of constancy, classification, spatial orientation, temporal orientation, and metaphorical thinking. Helping students to be conscious of what their senses are telling them, encouraging them to visualize the information for processing, and then prompting them to ask questions and figure out solutions on their own that teachers can best help students develop the tools they need to:

- Gather, organize and make sense of information
- Become cognitively engaged and internally motivated to achieve, and
- Experience learning as a dynamic process of creating and changing

Additionally, project-based learning has significant benefits for English learners as well. According to Karen Carrier in "Key Issues for Teaching English language Learners in Academic Classrooms," (Middle School Journal, November 2005) she identifies three key challenges English Learners face in the academic classroom:

- The amount of time required for second language acquisition;
- The dual job of English Learners – learning content and learning the language; and
- The need for multiple modes of input and output.

Through project-based learning, teachers are able to frontload key vocabulary and concepts, and engage in multiple modes of instruction within one class period, therefore meeting the needs of diverse learners. Project-based learning also naturally allows for multiple modes of input and output, providing students with real-world applications and built-in visuals and realia to contextualize new learning.

A STEAM educational program serves as the core curriculum at Hawking and literacy is the over-arching practice that ties all subjects together. Our students participate in Expos, where students demonstrate their knowledge and understanding of content through the production of a prototype or performance that illustrates it through the integration of the arts, technology and engineering. For students, the EXPO provides them with a rewarding and enriching experience they present to various audiences (parents, peers, community members).

As we expand into our middle and high school, the Charter School will continue to focus on STEAM-based experiential learning experiences for students. Our Principals and teachers will design a rigorous program that continues from the elementary school program but prepares our students for the rigors of high school and post-secondary education.

Lastly, Hawking STEAM Charter School graduates will also develop the social and emotional skills needed to compete in a global society. Our graduates will have a growth mindset, practice resiliency, be reflective, and demonstrate grit, self-respect and good character.

COLLEGE & CAREER READINESS

Hawking STEAM Charter School provides all students with a college preparatory curriculum. Our high school course offerings will offer UC A-G approved courses; including Advisory, and College and Career Readiness courses. Our College and Career Readiness (CCR) program will provide all students with the essential tools necessary to excel in post-secondary education and beyond. A critical part of this commitment is to ensure that all students complete UC A-G requirements. Students at Hawking STEAM Charter School will demonstrate proficiency in A-G required coursework including at a minimum:

- 2 years of Lab Science
- 3 years of Math
- 2 years of History/Social Science
- 4 years of English
- 2 years of Foreign Language
- 1 year of Visual & Performing Arts (VAPA)

Hawking will ensure that all courses offered, including "F" and "G" elective courses will be UC A-G approved courses. Furthermore, all courses offered will be transferable to other public schools, per accreditation with the Western Association of Schools and Colleges (WASC). Parents will receive notification of course transferability in enrollment materials, recruitment materials, and/or parent/student handbook. Materials will be published in both English and Spanish, which are the primary home language of the students we serve.

Students in their freshman and sophomore years will take the PSAT. Students in their junior year, will take the PSAT, and the CAASPP with the CSU Early Assessment Program EAP) to assess for college readiness in ELA and math. Students in their senior year will take the SAT and/or ACT. Our students will also visit colleges and universities annually, as part of our College & Career Readiness Program.

Hawking will employ an academic College & Career counselor that will monitor student academic progress towards high school graduation, and provide numerous college and career readiness programs through the Advisory program. The counselor will guide high

school seniors and their families through the college application process and advising students on how to make successful transitions from high school to their post-secondary school of choice.

A distinguishing feature of the Hawking STEAM Charter School high school program is the active participation of our students in the development and design of their future academic journey. The academic counselor will work with parents and students during the 8th grade in order to create a four-year academic plan towards meeting graduation requirements.

SOCIAL ACTION

Hawking STEAM Charter School believes that all change begins through partnerships between the home and the school community. In the attempt to teach students the values of community engagement, citizenship, and global awareness, our school will ingrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing so, our students will affect change through actions and interactions. Our Charter School is a family and is committed to the growth and development of students and the communities in which they live in order to enrich the global society. Our Charter School has diligently worked (and will continue) to bring the community on to campus for demonstrations, causes, performances and volunteering opportunities. Our Charter School will also partner with local organizations in order to leverage a cause and promote an overall consciousness of equity and health.

SOCIAL EMOTIONAL AWARENESS

Hawking STEAM Charter School strongly believes that a student's success is based on their awareness of themselves, their emotions and how that dynamic interacts with their success. At Hawking STEAM Charter School, there is a strong emphasis on social emotional programs. Below are the programs that are currently offered. The school reserves the right to expand these programs or similar programs as it expands to serve middle and high school grades. The programs that will be offered will be grade/age appropriate based on identified student need and feedback from students, staff and parents.

Program	Purpose	Descriptions
The Embodied Awareness Program	To serve students with attention, sensory or emotional challenges.	A preventative program designed to provide tools for our students who need extra support with their social interactions and emotional well-being. This program integrates compassionate communication, yoga, and meditation. Students are selected by the Charter School's administration and teachers to participate in this program.

Girls and Boys Circle	To provide students a safe platform for discussion.	Two supplementary programs designed to give boys and girls a safe and respectful platform to connect and discuss pertinent, age appropriate topics including social-emotional issues.
Sportsmanship Athletics Rotations	To promote physical fitness as a crucial element to mental and emotional strength.	Students are engaged in 30 minutes of daily physical activity daily that focuses on teamwork and sportsmanship and the Physical Education State Standards. Our students at least 200 minutes every 10 days. As our school expands to middle and high school, PE instructional minutes will expand to 300 minutes/10 days for high school grades.
Stewards of the Land Workers ("SOL Workers")	To foster respect and love for planet earth.	A program that encompasses school gardening, recycling, composting, campus beautification using living art (plant) installations, and a movement towards zero waste on site. The Charter School is developing an ethos that will be woven into the school culture, with the intention that the skills and information taught to students be practiced in their daily lives. The goal is to create a more sustainable environment and eco-awareness. This program will also feature guest speakers in related fields.
Restorative Justice Circles	To build community through circle dialogue	Restorative practices cultivate a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, parent volunteers, aides--feel that they are seen, heard, and respected.
Parent Seminars	To serve parents who need support.	In 2017-2018, we will be launching a series of parent workshops on how to support their child academically at home. The Charter School will also be hosting parent workshops on HBOTS character traits to reinforce positive behaviors expectation not just at school but also at home as well. Other workshops include healthy living and eating habits.
Student Success Team	To serve students who need social, emotional or academic support.	The SST process is in place to help support students emotionally, socially and academically.

CURRICULAR & INSTRUCTIONAL DESIGN

Hawking STEAM Charter School offers a student-centered and project-based learning study program in which science, technology, engineering, art, and math permeate nearly every facet of the classroom. Project-based learning is an instructional approach that emphasizes authentic learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. Students who experience project-based have increased retention of content and positive attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). They develop higher-level cognitive skills as well as "complex processes and procedures such as planning, communicating, problem solving, and decision making" (Thomas, 2000). Hawking STEAM Charter School challenges and spurs innovative, creative, and curious thought, so that all students can access the infinite number of solutions to the global problems around us.

Hawking STEAM Charter School utilizes instructional methodologies, curriculum, and instructional materials that support implementation and ensure student mastery of the California content and performance standards. The curriculum we use has been carefully selected and determined to best meet the needs of our students. This was done through pilot testing of each CCSS based curriculum, analysis of test results as well as the relatedness to our STEAM vision and goals.

While being cognizant of how to purposely address student needs (especially for English Learners), the Hawking STEAM Charter School Professional Learning Community meets in grade level as well as vertical grade level teams to design conceptual and skill-based lessons to meet the needs of our students. Teachers collaborate to carefully design rigorous, integrated project-based lessons that meet standards-based learning criteria.

Hawking STEAM Charter School has selected and designed its curriculum to provide a sequential academic foundation in grades TK-12, with careful vertical alignment between grade levels. This ensures that there is continuous academic progression in the core STEAM curriculum and that students are actively and intellectually engaged as they continually build on and revise their knowledge and abilities over multiple years. The program supports the integration of such knowledge and abilities with the practices needed to engage in scientific and math inquiry and technology design. This approach threads science, technology, engineering, arts, and math throughout the core subjects of language arts, social science with appropriate writing assignments, cross-curricular project-based assignments projects, and blended online courses. Hawking STEAM Charter School hands-on, experiential learning approach reflects the value of integrating the teaching and learning of science, math, and technology. The coherent and consistent program offered throughout grades TK-12 is key in realizing the vision of Hawking STEAM Charter School.

Teachers at Hawking STEAM Charter School utilize Kagan Strategies, which are cooperative learning structures ensuring that each and every student is intellectually engaged in lessons, activities, and discussions. Numerous research studies have

established the benefits of cooperative learning (Hattie, 2012; Johnson & Johnson, 2009). Kagan Structures align with the following research-based theories:

- Cooperative Learning
- Multiple Intelligences
- Brain-Based Learning
- Essential Elements of Effective Instruction
- Expectation
- Learned Optimism
- Flow Theory
- Vygotsky's Zone of Proximal Development

Hawking STEAM Charter School utilizes HBOTS program to support students' social-emotional learning. This program integrates literacy as the vehicle for teaching character strengths. The foundational element of our charter school's culture and environment begins with the establishment of this positive and productive character development program. This culture allows for and encourages the collaboration and cooperation needed in the real world. This reflects the Charter School's intent to promote social and emotional learning to develop the whole child.

Hawking STEAM Charter School has adopted standards-aligned curriculum including Core Knowledge, Eureka Math, EngageNY Common Core ELA, KnowAtom (NGSS & STEM focus), and TCI Science. Hawking STEAM Charter School monitors and adjusts the implementation of the adopted curriculum as needed to ensure that it meets the specific needs of our students.

Hawking STEAM Charter School utilizes the BOKS Program for health and physical education. All students receive 30-minutes of physical education daily.

MusIQ curriculum serves as the foundation for music instruction at Hawking STEAM Charter School. During the two 30-minute lessons per week, students learn about the fundamentals of music, various composers from the past to current modern music, and musical instruments. In addition, they learn how to read music and produce music.

Students at Hawking STEAM Charter School use technology not only to consume content, word process, and communicate with others, but to also learn coding and create products for dissemination of information for others to consume through the creation of blogs, videos, websites, podcasts, presentation slides, etc. Students utilize a variety of Google and iPad apps, learn keyboarding through Typesy, a keyboarding program, and prepare to take computer-based state standardized assessments.

As a team, the students and teacher embark on a journey of discovery, where gaps in learning are filled to ensure a strong foundation in the STEAM curriculum.

Hawking STEAM Charter School empowers students through the following leading pedagogies in effective education:

1. **Multiple Intelligences** (Gardner): Howard Gardner believes that all students are intelligent — just not in the same ways. Classroom activities must address Gardner's eight intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, naturalist and intrapersonal.

2. **Cooperative Interaction** (Cohen): Elizabeth Cohen's research shows that cooperative group work leads to learning gains and higher student achievement. Working in small groups is a cornerstone of the Charter School's curriculum.

3. **Spiral Curriculum** (Bruner): Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively — understanding increasingly difficult concepts through a process of step-by-step discovery. These questioning strategies spiral from simple recall to higher-order thinking skills such as analysis and evaluation.

4. **Nonlinguistic Representation** (Marzano): research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension. Graphic organizers and movement activities are key to lessons at Hawking STEAM Charter School.

5. **Project Based Learning**: Dewey challenged the traditional view of the student as a passive recipient of knowledge (and the teacher as the transmitter of a static body of facts). He argued instead for active experiences that prepare students for ongoing learning about a dynamic world. As Dewey pointed out, "Education is not preparation for life; education is life itself." Later, Maria Montessori launched an international movement during the 20th century with her approach to early-childhood learning. She showed through example that education happens "not by listening to words but by experiences upon the environment." The Italian physician and child-development expert pioneered learning environments that foster capable, adaptive citizens and problem solvers. Jean Piaget, the Swiss developmental psychologist, helped us understand how we make meaning from our experiences at different ages. His insights laid the foundation for the constructivist approach to education in which students build on what they know by asking questions, investigating, interacting with others, and reflecting on these experiences. Hawking STEAM Charter School agrees with these approaches and witnesses the success of our students' academic achievement through the practice of Project Based Learning inspired by these educational leaders.

USE OF TECHNOLOGY IN INSTRUCTION

In order to ensure that teachers have access to and are teaching to the Common Core State Standards and the Next Generation Science Standards we have integrated web-based

programs into our STEAM-based educational program. In addition teachers and students use and develop blogs, wikis, multi-media, email, Google Apps for Education (GAFE).

ELEMENTARY SCHOOL COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS: ELEMENTARY

Hawking STEAM Charter School's English Language Arts program is designed to educate students to become articulate speakers, responsive listeners, skillful readers and writers and innovative problem solvers who are prepared to be members and leaders of our democratic society.

The Charter School's goal is to support high quality ELA instruction in TK-12. The standards-aligned curriculum is utilized to enhance rigorous high quality instruction and to support the development of knowledge of the standards. The Common Core State Standards Initiative offers a portrait of the capacities students need in order to be College and Career Ready in Reading, Writing, Speaking & Listening ("CCR").

These CCR competencies inform our goal that all Hawking STEAM Charter School students will:

- Demonstrate independence and strong content knowledge in reading and writing
- Adapt their communication style to audience and purpose
- Be discerning readers and listeners
- Comprehend as well as critique
- Cite specific evidence when offering oral or written interpretations of text
- Employ technology thoughtfully
- Actively seek to understand other perspectives and cultures

At the elementary school, students use the following programs as supports to learn and practice English Language Arts:

- Grades TK-2: Smarty Ants
- Grades 3-6: Achieve 3000
- Guided Reading, Shared Reading and Independent Reading: all teachers must teach all three of these elements of reading to ensure all students master grade-level content standards and ensure academic success for all students.

ENGLISH LANGUAGE DEVELOPMENT

In order to support our English Learners, our school provides daily designated and integrated ELD instruction, in addition to, after-school targeted tutoring for 30-minutes by a credentialed teacher. Students are grouped based on CELDT/ELPAC performance level, lessons are scaffolded, and differentiated based on student academic needs. Teachers use Language Power, Signs for Sounds, in combination with GLAD and SDAIE Strategies. This

program is a flexible support for the Charter School's English Learners that can be used in a variety of settings.

- Standards based teacher lesson plans in the Teacher's Guide that target the four language domains.
- Provide students with rich English language development activities in the Student Guided Practice Book.
- Cover a variety of genres, subjects, and high-interest topics
- Give English learners useful tips and engaging activities to build parents' capacity to support literacy and English language development at home with Parent Tip Cards in English and Spanish.
- Provide students and teachers with digital resources, including text sets, Student Guided Practice Book pages, assessment resources, and audio of all texts to model fluent reading.

Similar English learner supports will be provided for high school students. We plan to offer ELD 1-3 courses, based on a student's ELPAC performance. Once the ELPAC is fully implemented in 2018-19; our school will design appropriate ELD courses for Middle School and High School.

MATHEMATICS: ELEMENTARY

Our school has adopted Eureka Math, a common core aligned curriculum that provides both paper and web-based instructional materials for students and teachers. The curriculum reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards are fully implemented and assessed as a commitment to providing a world class education for all students that supports college and career readiness; and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The Common Core State Standards (CCSS) in mathematics focus on learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The CCSS in Math for kindergarten through grade 8 prepare students for higher-level mathematics that reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

Math instruction focuses deeply on the concepts that are emphasized in the standards so students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections and by integrating the arts. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance.

The following is a list of the Math Programs currently in use:

- **Renaissance Learning STAR 360 curriculum:** Our teachers provide small group instruction using this curriculum; while other students are using Star Math 360 that differentiates instruction for students. STAR Math is the assessment tool our teachers use to monitor student progress.

- **Eureka Math** is a TK-12 Common Core aligned curriculum that sequences mathematical progressions into modules. Initially launched as Engaged NY, this curriculum offers teachers innovative approaches for math instruction.

- **Focused Math Intervention** is a program whereby our instructional assistants under the supervision and guidance of a credentialed teacher provide small group or individualized instruction for students who are identified to receive targeted intervention. This program provides students with the tools they need to develop conceptual knowledge and procedural understanding. The Eureka Math curriculum provides teachers with, standards-based lessons and flexible pacing plans outlined in the Teacher's Guide. Each lesson plan utilizes the gradual release of responsibility model with teacher think aloud, guided instruction, and collaborative/independent practice.

SCIENCE: ELEMENTARY

The science program at Hawking STEAM Charter School uses hands-on science curriculum that is formulated using inquiry-based research topics. At every grade level, students are provided with experiential hands-on learning experiences. The following is the adopted list of NGSS aligned Science curriculum for grades K-6.

- Grades K-1: **Mystery Science** is a hands-on program that students view online and then participate in hands-on learning experiences in science and engineering. Teachers are required to do less preparation, which allows them to facilitate more learning. The videos engage our young learners into scientific topics and allow teachers to launch discussions as well.

- Grades K-5: **TCI (web-based).** TCI is a web-based Science program that provides teachers with the tools, resources and science curriculum they need to develop lessons that are engaging and effective.

- Grade 6: **KnowAtom** provides Science lesson plans for grades 1-8. It is currently being implemented in grade 6. Lessons are engaging, using hands-on STEM materials, visuals, it provides student readers and includes Socratic dialogue for higher order questioning that takes the classroom discussion to the next level.

Understanding by Design (Wiggins and McTighe): Grant Wiggins and Jay McTighe believe that teaching for deep understanding must begin with planning the big ideas students should learn. That's why you'll see an Essential Question at the start of every chapter. Through this practice, teachers plan their Expo's 6 weeks prior to presentation. All Expo's

at Hawking STEAM Charter are scientific in nature and involve other subject areas according to their relevancy.

HISTORY/SOCIAL SCIENCES: ELEMENTARY
The following is an outline of how History and Social Studies is currently being integrated throughout all subjects in the elementary school.

The History/Social Science curriculum in elementary school is aligned with the History-Social Science Framework and the English Language Arts Framework that offers students knowledge of local, state, and United States history and an understanding of the development and operation of all levels of government. The curriculum also introduces world history through literature, culture, arts and current events. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information. History/Social Science courses at Hawking STEAM Charter School use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies, social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

VISUAL & PERFORMING ARTS (VAPA) TK-8
Students in grades TK-8, interact with the California State Visual and Performing Arts Standards through five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications are included the Visual and Performing Arts ("VAPA") courses, which include:

- World Dance Program: Students learn the basic concepts of dance and movement and learn how dance is a part of a global culture with many overlaps and parallels. Our goal is to help students make this correlation with themselves and their attitudes towards others.

- MusIQ Online Music Program: Students learn how to play piano, compose and read music using an online program.

- Center for World Music: An International Music Program where students are exposed to music from around the world that includes monthly guest artists. Students learn to play the Tabla, a drum instrument from India.

- Musical Theatre: Students learn and practice singing musical pieces from acclaimed Broadway and Off Broadway shows and learn to integrate theatre and dance. This culminates in an annual end of year performance.

HEALTH & PHYSICAL EDUCATION

This program offers students the opportunity to experience a variety of physical fitness activities from organized sport to individual conditioning and training. Courses offered in the Physical Education department are designed to help students develop psychomotor skills such as fundamental movement patterns, sports skills, and the six components of physical fitness, for which students are assessed on as part of the Fitnessgram.

The Physical Education program adheres to the California Physical Education standards. Students in grades K-6 receive a minimum of 200 instructional minutes every 10 days, as required by California statute. Students in middle school will receive a minimum of 400 instructional minutes of physical education every 10 days. Students in high school will address and be evaluated in the 8 required curricular areas taught by an appropriately credentialed teacher and courses are co-ed and inclusive. In Physical Education, our students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Physical Education Model Content Standards for California Public Schools.

All high school students will be required to complete 2 years of Physical Education. The minimum requirement for graduation is two courses in PE. *EC* Section 51225.3(a) states, "A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school: At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:" (*EC* Section 51225.3[a][1]) "Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code" (*EC* Section 51225.3(a)(1)(F)).

All students in grades 5, 7, and 9 will participate in the California Physical Fitness Test ("PFT"). However, high school students may waive 2 years of Physical Education if they successfully pass 5 of the 6 components on the Fitnessgram in grade 9.

CURRICULAR & INSTRUCTIONAL MATERIAL FOR MIDDLE SCHOOL

We will use textbooks and web-based/digital instructional resources that align with Common Core. Course materials are being reviewed and will subsequently be selected by the School Principals and teacher leaders, using substantive analysis of available curricular options including online materials. Texts and materials will be extensively researched and then piloted. Alongside the texts, we will guide and support teachers as they devise internal standards and curricula that will allow for objective based learning that can be closely monitored and used for professional development and student growth.

The curriculum committee will research the most effective curricular and instructional materials for purchase and adoption that adheres to our school's mission, vision and the Common Core State Standards. The following criteria will also be used.

- Alignment with the California Content Standards/Common Core Standards
- Level of rigor
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high achieving students
- Availability of digital media and technology applications.

The following table identifies instructional materials we are currently considering for the Middle School.

SUBJECT AREA	INSTRUCTIONAL MATERIALS (BEING CONSIDERED)
ENGLISH LANGUAGE ARTS	• Achieve 3000 • Great Minds: Wit & Wisdom • College board: Springboard English Language Arts
MATH	• Eureka Math • Star 360 • Star Math • Renaissance Learning
SCIENCE	• Know Atom • Pearson's Interactive Science • McGraw Hill Integrated Science
HISTORY/ SOCIAL STUDIES	• Pearson's My World Geography • Pearson's My World History • Pearson's American History • Great Minds: The Alexandria Plan • McGraw Hill • Brainpop
ENGLISH LANGUAGE DEVELOPMENT	• Great Minds: Wit & Wisdom • Achieve 3000 • Language Power Signs for Sounds • SpringBoard English Language Development • Inside National Geographic: Cengage learning
ADVISORY	• Second Step • Character Counts • Facing History & Ourselves

COURSE LIST: MIDDLE SCHOOL

The following table outlines the courses we intend to offer for each grade:

SUBJECT AREA	GRADE 6	GRADE 7	GRADE 8
English Language Arts	English 6	English 7	English 8
Math	Math 6	Math 7	Math 8
History/Social Studies	World History & Geography: Ancient Civilizations History 6AB	World History & Geography: Medieval to Modern Times – History 7AB	U.S. History: Growth & Conflict History 8AB
SCIENCE	Earth Science: Science 6	Life Science: Science 7	Physical Science: Science 8
VISUAL & PERFORMING ARTS	World Dance MusIQ Center for World Music Musical Theatre	World Dance MusIQ Center for World Music Musical Theatre	World Dance MusIQ Center for World Music Musical Theatre
PHYSICAL EDUCATION	PE: 6	PE: 7	PE: 8
ADVISORY	Advisory 6	Advisory 7	Advisory: 8

MIDDLE SCHOOL COURSE DESCRIPTIONS

ENGLISH COURSES: MIDDLE SCHOOL

The middle school reading curriculum is integrated into all content areas. Students progress through a literature□based and CCSS□based reading and curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words for our English Language Learning students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the school curriculum. Teachers emphasize close reading and informational text.

ENGLISH 6

Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth□grade instruction, although reading fluently and accurately remains a CCSS□based goal for all students.

ENGLISH 7

This course will build the skills and the content required by the Common Core English Language Arts Standards in reading, writing, listening, and speaking. Students will learn how to analyze and make meaning out of increasingly complex texts as they begin a journey of more autonomous learning. Students will be introduced to critical thinking skills and literary analysis skills to prepare students for higher□level English courses.

Students will focus on reading fiction materials to display basic comprehension of the texts, identify elements of story, draw textual evidence, and analyze that evidence. They will also focus on non-fiction and informational materials to learn structure of texts, explore word connotations and meanings, and analyze the scope and organization of ideas by finding similarities and differences between texts. They will determine the natural bias and point of view of the author in the search of finding their own voice and evidence.

Students will understand the characteristics of various genres: autobiographical narrative, novels, short stories, poetry, plays, essays, articles, primary/secondary sources, internet sources, functional/workplace documents, and the reading strategies necessary to access these genres.

They will develop writing skills with formal essays, such as: character analysis, personal narrative, response to literature and expository/research, and informal writing assignments, such as: journal entries, free□writes, and reflective pieces. They will create argumentative essays with a clear main thesis and sufficient and relevant evidence. They will begin to develop research skills, distinguishing between credible and not credible sources when given guidance.

Finally, students will explore sentences in a way that reveals the basic structure as foundation for their knowledge of syntax that will be developed in eighth grade and beyond.

ENGLISH 8

This course will continue the exploration of skills and master the content required by the Common Core English Language Arts Standards in reading, writing, listening, and speaking. They will learn how to analyze and make meaning out of increasingly complex texts as they continue a journey of more autonomous learning. They will continue deepening their critical thinking skills and literary analysis skills to prepare students for higher-level English courses.

Students will focus on reading fiction materials to display basic comprehension of the texts, identify the theme and how characters interact with that theme, draw textual evidence, and analyze that evidence. They will also focus on non-fiction and informational materials to trace the main ideas of texts, begin to analyze the strength of evidence, compare word connotations and meanings, and analyze the scope and organization of ideas by finding similarities and differences between texts. They will determine the natural bias and point of view of the author in the search of finding their

own voice and evidence. They will develop research skills to verify information and distinguish between primary and secondary sources and add that to their writing and oral presentations.

Students will understand the characteristics of various genres: autobiographical narrative, novels, short stories, poetry, plays, essays, articles, primary/secondary sources, internet sources, functional/workplace documents, and the reading strategies necessary to access these genres. In addition, they will give oral presentations that contain the organization, idea development, and structure of well□thought out essays.

They will develop writing skills with formal essays, such as: character analysis, personal narrative, response to literature and expository/research, and informal writing assignments, such as: journal entries, free-writes, and reflective pieces. They will create argumentative essays with clear main thesis and sufficient and relevant evidence. They will develop research skills, distinguishing between credible and not credible sources when given guidance.

MATH COURSES: MIDDLE SCHOOL

The California Common Core State Standards for Mathematics (CA CCSSM) support a progress of learning. Many culminating standards that remain important far beyond the particular grade level appear in grades 6-8. As stated in the national Common Core State Standards Initiative documents, "some of the highest priority content for college and career readiness comes from grades 6-8. This body of material includes powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluency with positive and negative decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume." (NGA/CCSSO, 2010)

The CA CCSSM for grades six through eight are comprehensive, rigorous, and non-redundant. Instruction in accelerated sequence of course will require compaction, not the former strategy of deletion. Therefore, careful consideration needs to be made before placing a student in higher mathematics course work in grades six through eight. Acceleration may get students to advanced course work, but it may create gaps in students/ mathematical background.

MATH 6

In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

MATH 7

This course will be divided into thirteen units. These units will be Integers and Rational Numbers; Exponents; Equations; Inequalities; Ratios, Rates, and Proportions; Percent; Introduction to Functions; Analyzing Data; Probability; Geometry and Area Surface Area and Volume; Transformations. Individual units will consist of checking for understanding (frequent checks during instruction), guided practice, practice work, and formative assessments designed to assess the student's progress of understanding of the standards for the unit. Each unit will culminate with an authentic assessment based on real life applications.

MATH 8

In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean
Theorem.

HISTORY COURSES: MIDDLE SCHOOL

The History/Social Science curriculum is aligned to the History-Social Science Frameworks. The curriculum introduces students to world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents and the Internet to responsibly and critically access information.

HISTORY/SOCIAL SCIENCE 6

Students in sixth grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition, to developing basic geography sills, students are introduced to patterns, systems, and processes of physical and human geography. In studying the earliest history of humankind, students have the opportunity to explore different kinds of source documents, such as the Hebrew Bible/Scripture, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range or visual images

HISTORY/SOCIAL SCIENCE 7

Students in grade seven will study the social, cultural, and technological changes that occurred in Europe, and Asia in the years A.D. 500–1789. Students will examine the major accomplishments and eventual downfalls of these empires and discuss how they

changed the course of history. Students will research Ancient Asian societies, like China, Japan, and Korea. We will examine the relationship that exists between each country and with the world. We will start with Ancient Rome, move on to Medieval Europe, touch on the Renaissance, and end with the Reformation.

Our studies will go beyond facts, dates, names, places, events, and ideas. Historical inquiry requires students to engage in historical thinking: to raise questions and to marshal text based evidence in support of their answers; to go beyond their textbooks and evaluate multiple perspectives on historical issues. Students will read and write daily and be encouraged to share their ideas with their classmates. They will also engage in frequent discussions, group activities, and projects where they will hone their skills of analysis. Every student will achieve academic excellence by engaging in challenging and meaningful learning in a safe environment that promotes creativity, respect, self-esteem and personal growth.

HISTORY 8

This 8th grade U.S. History course begins with an intensive review of the major ideas, issues and explores events preceding the founding of the nation and relates their significance to the development of American constitutional democracy. Students will analyze the political principles underlying the U.S. Constitution. They will be able understand the foundation of the American political system. The class will analyze U.S. foreign policy in the early Republic. Students will look at the causes and main events that lead to the American Civil War. Finally, students will study the complex issues connected to American Reconstruction

SCIENCE COURSES: MIDDLE SCHOOL

The school curriculum is based on the state framework and state standards following the Next Generation Science Standards (NGSS). Students at Hawking STEAM Charter School explore NGSS-aligned Disciplinary Core Ideas (DCI) in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at Hawking STEAM Charter School uses hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

SCIENCE 6: EARTH SCIENCE

Sixth grade students focus on Earth Sciences, including geology, geophysics, and ecology. Students learn about the composition and structure of the earth and develop an understanding of plate tectonics and its relationship to the topography of the earth's surface. They understand how geologic events occur, such as earthquakes, volcanoes, and mountain building. As residents of California, students apply this knowledge to understanding the geological and topographical features of their own state and community, analyzing the geologic events typical to the area. The study of geology and topography connects to the study of geography and its impact on ancient cultures in their social science course. Students learn about the different forms of energy on the earth, how these forms are distributed through land and water, and how changes in energy can result in changes in weather. The ecology portion of the sixth grade science course focuses on ecosystems and how energy and matter are distributed and exchanged among different members of ecosystems. Students learn that organisms can be classified by the role they play in an ecosystem and that the composition and balance of ecosystems can be effected by environmental factors such as temperature, availability of food and water resources, and soil composition. Students also study natural resources, particularly energy resources.

SCIENCE 7: LIFE SCIENCE

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations. KnowAtom will be used as a resource for experiments and curriculum resource and hands on experiments are included. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

SCIENCE 8: PHYSICAL SCIENCE

Students in eighth grade focus on Physical Science. Students study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They identify forces and their impact on objects, while taking into consideration an object's mass. Students learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the

periodic table to identify elements and classify them based on their atomic characteristics. Students study simple compounds, chemical reactions, and the conservation of matter. They study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

PHYSICAL EDUCATION 6-8

The goal of Physical Education is to engage students in the acquisition of knowledge and skills that will empower them to achieve and maintain a healthy lifestyle by:

- Building the skills and mastery of movement skills and movement knowledge
- Positive Self-Image and Personal Development
- Social Development

Students will have the opportunity to participate in activities that are based on an active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. Activities are aimed at the development and maintenance of the students' physical, cognitive, and affective well-being. Activities include but are not limited to the development of skill acquisition, cooperatives, individual and partner sports, and physical fitness activities resulting in a foundation for making informed decisions that will empower students to achieve and maintain a healthy lifestyle.

ADVISORY 6-8

This course will provide students with the skills necessary for social and academic success. The Second Step curriculum for middle school students prepares them to navigate adolescence with communication, coping, and decision-making skills that help them make good choices and avoid pitfalls, such as peer pressure, substance abuse and bullying. This developmentally appropriate program helps teachers instill social-emotional skills in their students.

Second Step is a classroom-based social skills program developed by the Committee for Children for students in TK-8, with a distinct curriculum for each grade. It is designed to reduce impulsive, high risk and aggressive behaviors and increase children's social competence and other protective factors. This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development.

CURRICULAR & INSTRUCTIONAL MATERIAL FOR HIGH SCHOOL

The following table identifies instructional materials we are currently considering for High School.

SUBJECT AREA	INSTRUCTIONAL MATERIALS (BEING CONSIDERED)
ENGLISH LANGUAGE ARTS	• CollegeBoard SpringBoard ELA • CoreSpring • Great Minds: Wit & Wisdom • Renaissance Learning Accelerated Reader • Achieve 3000
MATH	• College Preparatory Math (CPM) • Interactive Math Program (IMP)
SCIENCE	• Pearson's Interactive Science • McGraw Hill Biology, Physics, Chemistry • PHET Interactive
HISTORY/ SOCIAL STUDIES	• Pearson's My World History • McGraw Hill, Networks
ENGLISH LANGUAGE DEVELOPMENT	• National Geographic ELD Program Edge • English 3D Scholastic • Achieve 3000
ADVISORY	• Character Counts

The following table outlines the courses we intend to offer by grade:

SUBJECT AREA	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH LANGUAGE ARTS	English 9	English 10: World Literature	English 11	AP English Language
MATH	Integrated Math 1	Integrated Math 2	Integrated Math 3	Pre-Calculus
HISTORY	----	World History	U.S. History	U.S. Government/ Economics
SCIENCE	Biology	Chemistry	Physics	*TBD
FOREIGN LANGUAGE	Spanish 1	Spanish 2	Spanish 3	Spanish 4
VAPA	Music Appreciation	Art	Theatre Production	
ELECTIVES	Digital Literacy/ Computer Science	Robotics	*TBD	*TBD
PHYSICAL EDUCATION	PE 9	PE 10	*TBD	*TBD
ADVISORY	Advisory 9	Advisory 10	CCR 11	CCR 12
POWER HOUR: FOR EL	Power Hour	Power Hour	Power Hour	Power Hour

STUDENTS				

***TBD: To be determined**. This charter petition will cover 2017-2022 serving grades TK-10)

HIGH SCHOOL COURSE OFFERING

This section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. Hawking STEAM Charter School will reserve the right to modify the instructional program (course offerings) and strategies where necessary to serve the needs of the school community, while continuing the mandate to provide UC approved A-G course of study. Students will be required to take 4 years of English.

ENGLISH LANGUAGE ARTS COURSES: HIGH SCHOOL

The English Language Arts curriculum of Hawking STEAM Charter School will be founded on the belief that all students will be capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the common core standards as a base, the first priority of the English Language Arts program will be the development of academic language. All Hawking STEAM Charter School English classes include: in-class reading, timed writing and explicit vocabulary instruction. Classes will be vertically aligned to AP Literature and Language courses. Additionally, since the electronic summative state assessment is largely based on reading and writing proficiency, there will be an expectation that English teachers infuse technology in their daily instruction.

ENGLISH 9

The main purpose of this course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade□appropriate material. Ninth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the *California Reading/Language Arts Framework*. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1,500 words each.

English 9AB will be organized into three standards□based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening and speaking. During the persuasion component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and

deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature.

ENGLISH 10

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skill acquired in previous grades with more refinement, depth, and sophistication with grade□appropriate material. Tenth grade students are expected to read 1.5 million words annually, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles, as stated in the *California Reading/Language Arts Framework*. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each.

English 10AB will be organized into three standards□based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasive component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component of the course, students will read expository texts and use what they have learned to establish and controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing.

They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject□specific terms accurately.

During the literary analysis component of the course, students will read literary texts, recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.

ENGLISH 11: CSU WRITING

Students in the 11th grade will take an English course created by the California State University system. This will be a two semester expository reading and writing course that includes explicit instruction in key skills identified by researchers. This course will be intended to ensure that all students will be ready to take AP level English coursework their senior year. This course will be rounded out/modified by our English teachers to ensure any standards outlined in the Common Core, but not addressed by the CSU curriculum will be included in their pacing plans.

ENGLISH 12: AP ENGLISH LANGUAGE

This course is designed to parallel college□level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.

ENGLISH LANGUAGE DEVELOPMENT: POWER HOUR

Hawking STEAM Charter School acknowledges that English Language Development should be a life-long pursuit for all students, not only those for whom English is not their primary home language. The mastery of formal register (i.e. academic language, professional language conventions, and industry jargon) is key to accessing and maintaining career paths that are both personally rewarding and advantageous toward social mobility. In light of this reality, Hawking STEAM Charter School will endeavor to develop the English language skills of all of its students through a daily **Power Hour**: a time set aside during the regular day schedule for students to participate in a language development class that is tailored to their particular characteristics, skills, and needs. Students identified as English Learners will be programmed into the appropriate level English Language Development course, in accordance with the school's English Learner Master Plan. Standard-English learners or English-only students who are identified by their teachers as having language skills gaps that may require intervention will have their skills determined by means of formative and summative assessments, standardized tests, and anecdotal observations. Teachers will then design and execute instructional plans that include fitting intervention resources based upon student skill levels.

Students identified as having grade-level or above grade-level language competencies may receive college preparatory language supports to expand their mastery of the English language. For these students, Power Hour supports might include:

- SAT/ACT/AP vocabulary building
- Advanced reading strategies (e.g. Mortimer Adler's *How to Read a Book*)
- Advanced writing strategies (e.g. timed writing workshops)
- Debate classes
- Public speaking skills classes
- Technical writing classes (e.g. journalism, script writing, memo writing).

Students who possess competencies above grade-level may elect to pursue an accelerated pacing plan, in coordination with their teacher.

Power Hour will integrate English Language Development (ELD) into the education of all students, regardless of their skill level or primary home language. This strategy reinforces the instructional goal of imbuing life-long learning as a core value for all students. Power Hour will provide students with essential skills to prepare them for post-secondary life, and will promote a persistent positive growth mindset for all.

MATHEMATICS COURSES: HIGH SCHOOL

High school students will be required to take at least three years of mathematics; four years recommended. Students at Hawking STEAM Charter School will be enrolled in the Integrated Math Pathway. The Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.
Common internationally, the integrated sequence is meant to take math learning out of the silos and teach students how to bridge connections among math topics. There are 3 levels of integrated math, starting with Integrated Math 1 in grade 9.

INTEGRATED MATH I

This course is the first of an integrated and investigative mathematics program designed to use patterns, modeling, and conjectures to build student understanding and competency in mathematics. The majority of this course will focus on building algebra I, geometry, and statistics skills. However, the overarching goal of this course is to teach students how to learn math differently than they may have previously done so students will be trained on methods of learning as well as content. The students will be expected to learn through collaboration, collection of data, experimentation, and conjectures. Technology tools will also play an important role in learning. This course aligns perfectly with the five goals of the UC Mathematics requirement. The students will learn mathematical sense making, make and test conjectures and justify conclusions, use mathematical models to represent real world data, be able to provide clear and concise answers, and have computational and symbolic fluency. All five of these goals will be embedded in both the curriculum and the core pedagogical beliefs of the Math Department.

The purpose of Integrated Math I is to develop students' ability to think mathematically and develop their conceptual understanding of mathematics and procedural fluency in mathematics. Integrated I will extend the mathematics students learned in earlier grades and begin the development of concepts Number Sense, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real□world situations, graphs obtained through hand□held technology and diagrams will help students see the connections between different topics which will promote students view as that of mathematics as a set of related topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and

verbally communicate all representations and connections. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning.

INTEGRATED MATH II

Integrated Math II, students will continue to develop algebra and geometry skills through engaging and real life applications. Students will build off of the standards they mastered in Integrated Math I building on geometry and algebra skills. These are reinforced and followed by lessons involving transformations, trigonometry and more in depth studies on functions and inequalities and their applications. Students will demonstrate abilities to reason logically and to understand and apply mathematical processes and concepts from algebraic operations and thinking, geometry and spatial sense, and data analysis and probability. More specifically, students will use:

- Number and Operation – Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand the meaning and relationship of operations; and use computational tools and strategies fluently and estimate appropriately.

- Patterns, Functions, and Algebra – Understand various types of patterns and functional relationships; use symbolic forms to represent and analyze mathematical situations and structures; and use mathematical models and analyze change in both real and abstract contexts.

- Geometry and Spatial Sense – Analyze characteristics and properties of two and three-dimensional geometric objects; select and use different representational systems, including coordinate geometry and graph theory: recognize the usefulness of transformation and symmetry in analyzing mathematical situations and use visualization and spatial reasoning to solve problems both within and outside of mathematics.

- Measurement – Understand attributes, units, and systems of measurement; and apply a variety of techniques, tools, and formulas for determining measurements.
- Data Analysis, Statistics and Probability – Pose questions and collect, organize and represent data to answer those questions; interpret data using exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data and understand and apply basic ideas of chance and probability.
- Problem Solving – Build new mathematical knowledge through working with problems; develop a disposition to formulate, represent, abstract and generalize in situations within and outside mathematics; apply a wide variety of strategies to solve problems and adapt the strategies to new situations; and monitor and reflect on mathematical thinking in solving problems.

- Reasoning and Proof – recognize reasoning and proof as essential and powerful tools of mathematics; develop and evaluate mathematical arguments and proof; and select and use various types of reasoning and methods of proof as appropriate.
- Communication – organize and consolidate mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to peers, teachers and others; extend mathematical knowledge by considering the thinking and strategies of others; and use the language of mathematics as a precise means of mathematical expression.
- Connections – recognize and use connections among different mathematical ideas; understand how mathematical ideas build on one another to produce a coherent whole; recognize, use, and learn about mathematics in contexts outside of mathematics.
- Representation – create and use representations to organize record and communicate mathematical ideas; and use representations to model and interpret physical, social and mathematical

INTEGRATED MATH III

It is in the Mathematics III course that students integrate and will apply the mathematics they have learned from their earlier courses. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. For the Mathematics III course, instructional time will focus on four critical areas:

1) Students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the roles that randomness and careful design play in the conclusions that can be drawn.
2) The structural similarities between the system of polynomials and the system of integers are developed. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials and make connections between zeros of polynomials and solutions of polynomial equations. Rational numbers extend the arithmetic of integers by allowing division by all numbers except zero. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of the Mathematics III course is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers. This critical area also includes exploration of the Fundamental Theorem of Algebra.

3) Students derive the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles. This discussion of general triangles opens up the idea of trigonometry applied beyond the right triangle, at least to obtuse angles. Students build on this idea to develop the notion of radian measure for angles and extend the domain of the trigonometric functions to all real numbers. They apply this knowledge to model simple periodic phenomena.
4) Students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which model is a good fit. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this Mathematics III course.

PRE-CALCULUS

In Pre-calculus, students extend their work with complex numbers begun in Integrated Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y□intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.

HISTORY COURSES: HIGH SCHOOL

Students will be required to take at least three years of History, including World History, U.S. History, and American Government/Economics.

WORLD HISTORY
Students will study major turning points that shaped the modern world from the late eighteenth century through the present, including the cause and course of the two world wars. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They will extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives.

This history/social science course will examine the major turning points of the modern world from approximately 1750 to the present. Components of this class will include: Renaissance Reformation, and the Enlightenment, the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, the Second the Industrial Revolution, World War I, Totalitarianism, Capitalism, Socialism, World War II and Nationalism. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review.

U.S. HISTORY
This grade eleven course surveys the major turning points in American history in the twentieth century. The course begins with a selective review emphasizing two major themes: the nation's beginnings and the industrial transformation of the new nation. Throughout the course the application of constitutional principles to contemporary issues is addressed. Topics covered are the expanding role of the federal government and the federal courts, the continuing tensions between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the impact of technology on American society; culture change in the ethnic composition of American society, the movements toward equal rights for diverse groups such as racial minorities, gays and lesbians, people with disabilities, and women; and the role of the United States as a major world power. The course investigates the diversity of American culture, including religion, literature, art, drama, architecture, education, and the mass media.

U.S. GOVERNMENT
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key

passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.

ECONOMICS

Economics for grade 12 is a one-semester course designed to help students become responsible decision makers as they are exposed to economic issues at the personal, local, national and international levels. The course will focus on economic principles and concepts with emphasis on practical application as it relates to the consumer. The course is divided into four basic economic units: Fundamental economics concept, comparative economic systems, the principles of microeconomics, the principles of macroeconomics and international economics concepts.

By the end of the semester students will:

- Be able to understand scarcity as the basic economic problem and how this connects to the law of supply and demand
- Know the role that government plays in the economy in both a micro/macro sense
- Comprehend the impact that international economic cooperation has on people's lives
- Understand common economic terms and concepts and economic reasoning
- Analyze the elements of the US market economy in a global setting
- Understand the influence of the U.S. government on the American economy
- Analyze issues of international trade, and explain how the economy of the world is interconnected
- Analyze issues of international trade

LABORATORY SCIENCE COURSE: HIGH SCHOOL

Students will be required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry and Physics; three years are recommended.

BIOLOGY

The main purpose of this laboratory□based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Focus will be on active student participation in laboratory investigations and the development of critical□ thinking skills. Biology AB will provide the foundation for further studies in Biology.

CHEMISTRY

Chemistry is a laboratory□based college□preparatory course. Laboratory experiments provide the empirical bases for understanding and confirming concepts of matter in chemistry. This course will emphasize discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and molecular□atomic levels. Chemical principles will be introduced so that students will be able to explain the composition and chemical behavior of their world. In this class,

students will develop an understanding of chemical concepts and theories as they relate to daily life. This course will help students analyze and understand the fundamentals of chemistry such as atomic structure, chemical reactions, matter, the periodic table, gas laws, acids and bases, energy and thermodynamics.

The purpose of this course is for students to be able to achieve the following:

1. Solve scientific problems by making observations and collecting data.
2. Acquire a basic understanding of chemistry as a basis for furthering education in the sciences.
3. Apply skills of measurement, observation, statistical, and technological skills to compare, contrast, and create useful models of the structure and properties of matter and the mechanisms involved in its interactions.
4. Improve their ability to learn independently by researching and drawing generalizations from science related articles, books, graphs, charts, and diagrams.
5. Explore the history of matter and discover future careers in chemistry and other sciences.

PHYSICS

Physics is an experimental science with the focus on Newton's three laws of motion, conservation of energy, thermodynamics, electromagnetic spectrum, and electricity and magnetism. It is imperative that a science literate citizen be able to employ problem-solving skills. Since much of the information presented now in physics concerns processes which can be seen, pedagogical techniques which permit students to conceptualize and visualize these processes, will be employed. Whenever possible, tables, graphs, and animations will be used to reinforce concepts. In addition, the use of SDAIE strategies will help strengthen the literacy of students.

Laboratory work will be a vital component in the science experience. Acquisition of quantifiable data, manipulation of the data through tables and graphs, and formulation of conclusions based on results should be emphasized. The State Content Standards in Science were developed so that every student would have access to a uniform quality and quantity of information in science.

FOREIGN LANGUAGE

Students will be required to take at least two years of a language other than English in the same language; three years recommended.

SPANISH 1

Spanish 1 will be designed to lay a foundation for conversational and academic Spanish literacy. The course focuses on grammar, pronunciation, and oral presentations on the targeted language, Spanish. Students will: be introduced to the culture and history of the Spanish language; create a solid foundation onto which additional foreign language studies can be built; gain an ability to comprehend, read, speak, and write in Spanish;

develop grammar and vocabulary skills through written and oral exercises; explore cultural aspects of the Spanish language and life in the Spanish-speaking world; develop listening/ speaking/ pronunciation skills through the use of apps and/or web-based resources as well as person-to-person communication opportunities; gain insights into their own language and culture; become more effective communicators; apply information learned to real life situations.

SPANISH 2 (Prerequisite: Spanish 1 or equivalent)
Spanish 2 will be designed to enhance the students' knowledge with the Spanish language and to deepen their command of Spanish grammar. Students will develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts. They will respond to the language demands of transactional and social contacts. Beyond this, students will gain insights into the Spanish and Latin American cultures. To do so, students will create an expanded core of vocabulary when listening to Spanish as it might be spoken in Spain and Latin American countries; students will write what they have heard orally in expanded paragraphs, using preterit, imperfect, and future tenses as well as using affirmative and negative commands. Students will respond orally to questions about daily life, expanding on the vocabulary learned in Spanish 1. Finally, they will demonstrate an increased understanding of the cultures of Spanish-speaking countries by engaging in various projects that identify the everyday living activities of the Spanish and Latin American cultures.

SPANISH 3 (Prerequisite: Spanish 2 or equivalent)
Spanish 3 will be designed for students who have successfully completed Spanish 2. This course will be conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish 3 uses a communicative approach program that builds on prior knowledge of grammar, oral and aural literacy, and writing skills. Students participate in all four areas of language acquisition. Students will achieve Spanish 3 reading proficiency by learning a well-developed vocabulary in addition to other linguistic features through the use of authentic literature. Literature will be a crucial addition to this course. The program offers technology and access to online learning system designed to integrate the learning of the target language with an appreciation for Spanish-speaking cultures around the world. The program meets the needs of the student, school, and community by providing students with a thorough grammar review, opportunities for speaking, literature readings, a focus on acquisition of knowledge, technology interaction, and an understanding of cultures, geography, vocabulary, and idioms, of the Spanish-speaking world within and outside of the community.

VISUAL & PERFORMING ARTS (VAPA)
Students will be required to take at least one year of Visual and Performing Arts.

THEATRE/PLAY PRODUCTION
This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The

class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.

ART

The purpose of this course will be to provide a balanced visual arts program, which will guide students to achieve the standards in the visual arts. Introduction to Art will provide a foundation of visual arts knowledge and skills and their connections to other subjects, and explores the discipline in depth both intellectually and experientially. The course will serve as a prerequisite for all advanced visual arts courses in high school.

This will be an introductory art course that teaches the elements and principles of design by employing a variety of different techniques and mediums. In addition, this course will endeavor to create a safe space that nurtures and encourages self□expression and discovery while also building practical skills in drawing, design, painting, printmaking, and sculpture. Students will learn to use observational methods along with their imagination to create artworks. The course will teach students to be strong visual mechanics with the ability to critically analyze and discuss their own work, as well as the work of others. Through in□class discussions, critiques, and written reflections, students will learn to evaluate their own work, as well as offer constructive criticism and support to their peers. Along with learning to use relevant concepts and terminology in their discussion of images, students will learn the importance of history and social context to understanding visual art. After completing the course, students should have a better appreciation for the role the arts play in the world around them, possible career opportunities in the arts, and it's relevance to their lives as well as to the broader contemporary culture.

MUSIC APPRECIATION

This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.

ELECTIVES TECHNOLOGY (non-core)

Students will be required to take at least one year of Computers & Technology Courses.

DIGITAL LITERACY/COMPUTER SCIENCE

In this one-year course, students learn to use computational thinking to develop algorithmic solutions to real-world problems. They will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language(s) and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, they will demonstrate an

understanding of the social and ethical implications of their work and exhibit appropriate communication behavior when working as a team member.

ROBOTICS
This instructional program prepares individuals to design, develop, program, and maintain robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system.

PHYSICAL EDUCATION (Non-core and non-college preparatory)
Pursuant of Education Code Section 51225.3(a)(1)(F), Hawking will offer 2 Physical Education courses that students must take in high school. The course of study for these classes shall conform to the eight required content areas prescribed in Title 5, Section 10060 of the California Code of Regulations.

Students will learn the benefits of leading a physically active lifestyle along with a healthy diet to promote lifelong fitness. Students will learn how to assess personal fitness levels in order to set goals, make plans, and strive to achieve a healthy lifestyle. Students will also refine a variety of movement skills. These skills contribute to the enjoyment of physical activities, such as sports, that will grant students a wide range of options when it comes to staying healthy.

This course will also have an emphasis on positive social interaction. Students are expected to build social skills and develop desirable characteristics such as teamwork, problem□solving, and self□management skills that will carry over to lifelong social skills used inside and outside the classroom.

ADVISORY 9/10
Students will be enrolled in Advisory in grade 9 and grade 10. Each student will work closely with their Advisory teacher (homeroom) to develop their Four□Year Plans, exploring and setting academic and career goals. Students will take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal□ setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision□ making, wellness and personal safety, and contributing to your community.

COLLEGE READINESS 11
The course will focus on preparing students on the various components and requirements in completing college/university applications. Students will create a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP

application, SAT/ACT registration and preparation, and the FAFSA Financial Aid forecaster. In addition, students will explore career planning using CDE's CareerZone.

COLLEGE READINESS 12

The course will serve as part 2 that focuses on preparing students to complete their college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Financial Aid application.

GRADUATION REQUIREMENTS

The following chart provides the high school graduation requirements for Hawking STEAM Charter School. Our high school graduation requirements are equivalent to UC A-G eligibility requirements. In order to graduate students must complete at least 220 credits.

	UC MINIMUM Requirements for Freshman Admissions	STEPHEN W. HAWKING Graduation Requirements	Eligible Courses	COURSE CREDITS
HISTORY	2 years of "A" courses, including 1 year of World History, Cultures & Geography; and 1 year of U.S. History or 1/2 year of U.S. Hisotry and 1/2 year of Civics or American Government	3 years of eligible courses (30 credits)	World History	10
			US History	10
			U.S. Government	5
			Economics	5
ENGLISH	4 years of "B" courses	4 years of eligible courses (40 credits)	English 9	10
			English 10	10
			English 11	10
			English 12	10
MATH	3 years of "C" courses, including Algebra, geometry and intermediate algebra or appoved Integrated Math Courses. 4 years recommended	3 years of eligible courses (30 credits)	Integrated Math I	10
			Integrated Math II	10
			Integrated Math III	10
			Pre-Calculus	10
LAB SCIENCE	2 years of "D" courses from Biology, Chemistry, & Physics 3 years recommended	2 years of eligible courses (20 credits)	Biology with Lab	10
			Chemistry with Lab	10
			Physics with Lab	10
FOREIGN LANGUAGE	2 years of "E" courses of the same language. 3 years recommended	2 years (20 credits)	Spanish 1	10
			Spanish 2	10
			Spanish 3	10
VAPA	1 yearlong "F" course in dance, drama/theater, music, or visual art	1 year (10 credits)	Theatre	10
			Art	10
			Music Appreciation	10
ELECTIVE	1 year of "G" courses chosen from 'a-f" subject areas or 1 year of an additional approved "a-f" course beyond the miniimum requirement for that subject area	1 year (10 credits)	Computer Science	10
			Robotics	10
Electives (Non UC A-G)				
PE	N/A	2 years (20 credits)	Physical Education 9	10
			Physical Education 10	10
ADVISORY	N/A	4 years (40 credits)	Advisory 9	10
			Advisory 10	10
			College Readiness 11	10
			College Readiness 12	10

WASC ACCREDITATION

Hawking STEAM Charter School will obtain and maintain Western Association of Schools and Colleges ("WASC") accreditation once the Charter School serves high school students.

INFORMING PARENTS ABOUT COURSE TRANSFERABILITY & COLLEGE ENTRANCE REQUIREMENTS

All courses offered at Hawking STEAM Charter School will be transferable to other public schools, and meet the rigorous requirements of UC A-G eligibility requirements. Parents will be informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements in the High School Student/Parent Handbook, which will be available in both English and Spanish, and through meetings with the College Advisor that the Charter School will employ once it serves high school grades. Every student that is admitted will participate in an intake meeting that includes a student transcript review and progress towards graduation. Every exiting student will also receive an official transcript that serves as an official record of courses completed, academic grades and credits earned.

INSTRUCTIONAL MINUTES

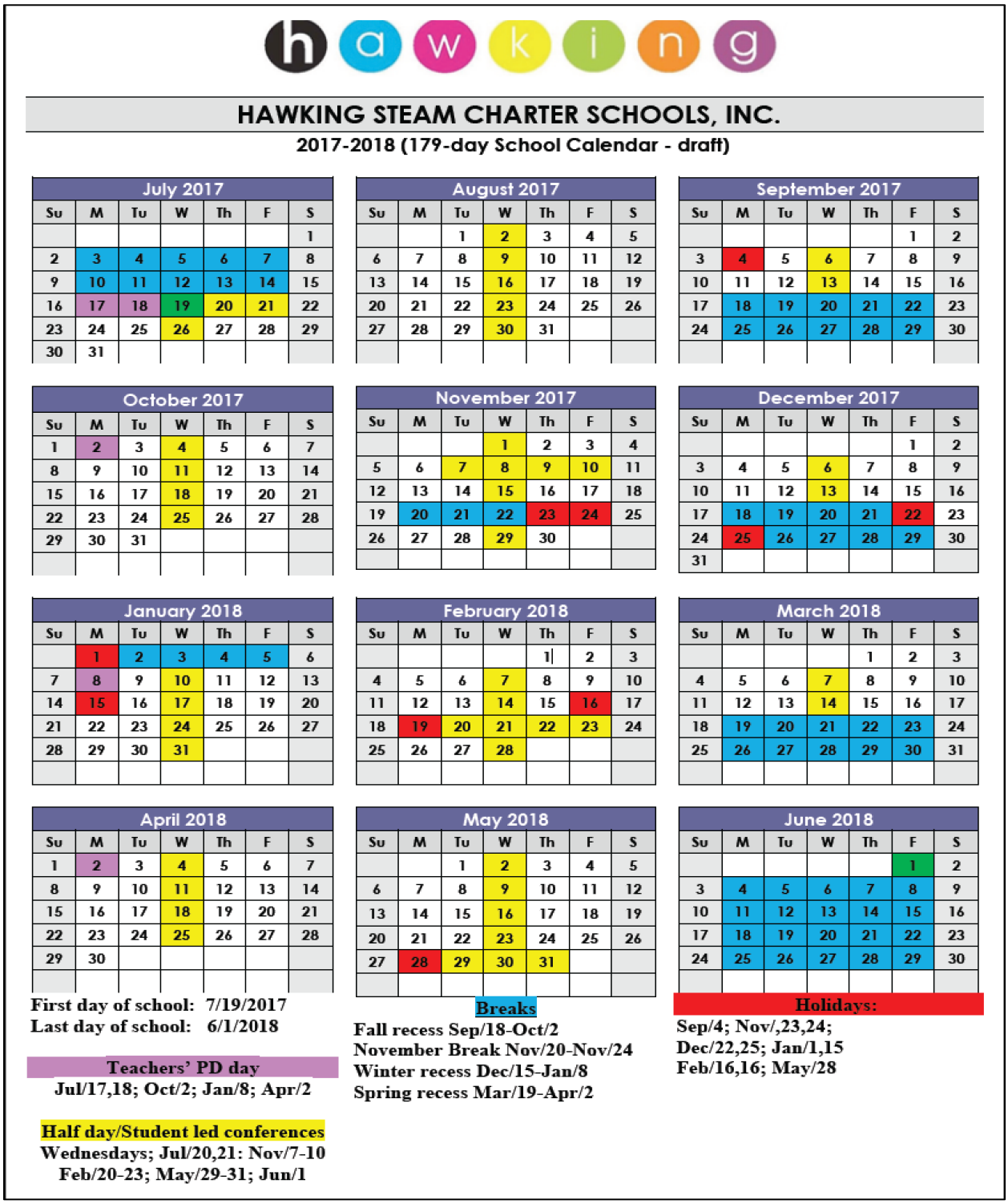
The following chart illustrates the total number of instructional minutes and days by grade level that far exceeds the state's requirements.

Grades	# of Regular Days	# of Instruc. Min./Reg. Day	# of Min. Days	# of Instruc. Min/Min Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total # of Instruc. Min.	# of Instruc. Min Above/ Below State Req't.
TK	134	410	45	260	179	36000	66,640	30,640
K	134	410	45	260	179	36000	66,640	30,640
1	134	420	45	270	179	50,400	68,430	18,030
2	134	420	45	270	179	50,400	68,430	18,030
3	134	420	45	270	179	50,400	68,430	18,030
4	134	420	45	270	179	54,000	68,430	14,430
5	134	420	45	270	179	54,000	68,430	14,430
6	134	420	45	270	179	54,000	68,430	14,430
7	134	420	45	270	179	54,000	68,430	14,430
8	134	420	45	270	179	54,000	68,430	14,430
9	134	420	45	270	179	64,800	68,430	3,630
10	134	420	45	270	179	64,800	68,430	3,630
11	134	420	45	270	179	64,800	68,430	3,630
12	134	420	45	270	179	64,800	68,430	3,630

ACADEMIC CALENDAR & WEEKLY SCHEDULE

The Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by Title 5, California Code of Regulations Section 11960. At Hawking STEAM Charter School, the school year starts in July and ends in June. The Charter School is on a year-around

calendar, similar to schools in Chula Vista and South San Diego. The Charter School provides all students with 179 instructional days, with the day starting at 8:30am and ending at 3:30pm on Monday, Tuesday, Thursday and Friday, and with a shortened minimum day every Wednesday that starts at 8:30am and ends at 12:30pm.



hawking

HAWKING STEAM CHARTER SCHOOLS, INC.

2017-2018 (179-day School Calendar - draft)

July 2017

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2018

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2018

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

First day of school: 7/19/2017
Last day of school: 6/1/2018

Teachers' PD day
Jul/17,18; Oct/2; Jan/8; Apr/2

Half day/Student led conferences
Wednesdays; Jul/20,21: Nov/7-10
Feb/20-23; May/29-31; Jun/1

Breaks
Fall recess Sep/18-Oct/2
November Break Nov/20-Nov/24
Winter recess Dec/15-Jan/8
Spring recess Mar/19-Apr/2

Holidays:
Sep/4; Nov/,23,24;
Dec/22,25; Jan/1,15
Feb/16,16; May/28

PROFESSIONAL DEVELOPMENT

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 Principals, Associate Principals and/or Instructional Coaches on a weekly basis. Professional development for all teachers includes:

- Kagan Collaborative and Engagement Strategies
- Eureka Math
- Smarty Ants
- Star Math
- Achieve 3000
- Next Generation Science Standards
- Khan Academy
- Hattie's research on effective teaching and learning (Visible Learning)
- Preparation for student-led conferences and Expos
- Arts Integration
- Buck Institute PBL

Professional development is provided through the following structure:

- 3-5 days 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 (NCSC)
- 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

Through classroom walkthroughs and staff surveys, Professional Development opportunities are determined. The following chart is a list of our Professional and Learning Schedule for 2016-17 and 2017-18 school year.

Name of Professional Development	Purpose
Summer Welcome Back	Review procedures, protocols and schedules
Achieve 3000 CAASPP/LEXILE Data Analysis 3-5 Smarty Ants TK-2	Review last years' final assessment scores and understand how to integrate into Guided Reading time.
STAR Math 101	Nuts and Bolts of using STAR Math as benchmark assessment.
Culture of Creativity Arts Integration and Classroom Management	Guide teachers through the process of arts integration, Project Based Learning and assessment.
Student Led Conferences 101	Provide teachers with research and training about guiding students through the SLC process.
Backward Design Planning towards EXPO and Arts Integration 101	Present EXPO rubric, review curriculum maps and guided teachers through the process of how to launch a successful EXPO.
Learning Headquarters, the art of Critique and PLC work	Writing consultant serves as a guide to assess current state of writing and compare to ideal state so that teachers can assess the gaps and address in PLC.
Kagan Instructional Strategies	Guide teachers through cooperative learning and whole brain teaching strategies.
Arts Integration Strategies	Guide teachers on research based strategies to delve deeper with arts integration.
BUCK Institute: Project-Based Learning	Align Project Based Learning techniques with CCSS and ensure that teaching contains rigor and accountability.
John Hattie's Visible Learning	Guide teachers through research based best teaching practices about teaching and learning.
Vertical Alignment and Class rosters for following year	Teachers meet with grades above and below their grade level to discuss vertical alignment strategies as well as discus students learning styles and their best placement for the following year.

Alongside Professional Development, teachers meet with administration by grade level to discuss benchmark data and other relevant grade level concerns and ideas. At the close of

each academic year, the Charter School's teachers and staff will respond to a survey that will help inform the needs of professional development the following year.

CLASSROOM OBSERVATIONS

The Principals conduct informal classroom observations/walkthroughs on a regular basis. The walkthroughs provide teachers with immediate and constructive feedback in specific areas to improve instruction that will affect student learning. As already mentioned, teachers are expected to implement strategies taught in Professional Development during instruction including walkthroughs.

FORMAL OBSERVATIONS/TEACHER EVALUATION

All teachers are currently observed in the classroom by the Principals on an annual basis. The Principals use the cognitive coaching approach for all observations including the formal observation. The Principals begin the observation protocol with a pre-observation conference in which teacher and observer discuss objectives of lesson to be observed as well as the content and context of the teaching and learning. At this time, the Principals are able to offer some advice and gain a better understanding of the lesson. Within a week, the lesson observation will take place and the principal will document a record of the lesson. Within a few days or on the same day, the principal will hold a post-observation conference with teacher to communicate both strengths and weaknesses of the lesson. The Principals will determine whether a follow up formal observation is necessary or if they are ready to complete the teacher evaluation.

Cognitive Coaching uses a three-phase cycle similar to teacher evaluation through clinical supervision: preconference, observation, and post-conference. The primary difference between Cognitive Coaching and evaluation is that Cognitive Coaching uses these cycles for the sole purpose of helping the teacher improve instructional effectiveness by becoming more reflective about teaching. While the preconference requires a teacher to articulate the day's goals and the post-conference calls for assessment, the teacher, not the coach, evaluates the lesson's success. Rooted in the clinical supervision theories of Goldhammer and Cogan, Cognitive Coaching adds to clinical supervision the dimension of enhancing teachers' intellectual growth (Costa and Garmston 1985, in press; Garmston 1990). It requires extensive coaching skills and teaches a set of strategies for creating a school environment that fosters teachers' abilities to make changes in their own thinking and teaching. The process supports informed teacher decision-making.

The ultimate goal of Cognitive Coaching is teacher autonomy: the ability to self-monitor, self-analyze, and self-evaluate. In early cycles of Cognitive Coaching, the coach must draw these capacities from the teacher, but as the cycles continue, a teacher begins to call upon them internally and direct them toward an area of personal interest.

INTERVENTION & ENRICHMENT PROGRAM

The Charter School has learned that its students' attitude toward success of any caliber in any realm of school or life depends heavily on the attitude of the adults around them. Therefore, the adults in the Charter School make every challenge an opportunity to

celebrate solving a problem, discussing a public issue or following a personal purpose. Hawking STEAM Charter School constantly reminds students to, "let it go and show what you know!" More important than being seen is achieving your personal best and learning from all experiences and mistakes.

ACADEMIC INTERVENTION

Hawking STEAM Charter School has implemented the following academic interventions for students who struggle academically to improve student academic outcomes.

1. Instructional Assistants for each grade level collaborate with teachers and provide in class academic support through small group instruction, one-on-one instruction, and/or pull-out if necessary.
2. The following web-based reading and math programs are also used for academic intervention during the school day and after-school: Achieve 3000 and STAR Math These Common Core aligned programs provide differentiated instruction targeted to the student's individual level.
3. All students in grades K-6 participate in daily Guided Reading and Guided Math led by the classroom teachers to meet students at their academic levels.
4. After school Academic Lab that provides students with tutoring; homework support; and reading club.

SOCIAL-EMOTIONAL INTERVENTIONS

Hawking STEAM Charter School provides the following social-emotional supports for students. As our school expands to serve middle and high school students, we will reassess our social-emotional program to ensure it meets the needs of our students.

1. Boys Circle provides a platform for boys to discuss issues that pertain to them under the guidance of a male mentor.
2. Girls Circle provides a platform for girls to discuss issue that pertain to them under the guidance of a female mentor.
3. Our school's Guidance Advisor and Compassionate Communication Counselor leads our Embodied Awareness programs that help students navigate emotional stress using specific tools in order to control outbursts and negative behavior proactively.

AFTER-SCHOOL TUTORING: ACADEMIC INTERVENTION LAB

Hawking STEAM Charter School provides an Academic Intervention Lab, an after-school tutoring program (open to all students in grades 3 and above. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available throughout the school year.

Students identified as low achieving are strongly encouraged to attend targeted after school academic enrichment program tailored towards each student's needs. This

specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAP (starting in the 2017-18 school year), Achieve 3000 and Star Math assessments with the goal of attaining at least one year's academic progress within the school year.

RESPONSE TO INTERVENTION

Hawking STEAM Charter School follows the Response to Intervention ("RTI") Tiered Instruction and Intervention model. In Tier 1, the teacher delivers a lesson with the adoption and use of an evidence-based curriculum. In addition, they differentiate instruction, providing instruction designed to meet the specific needs of students in the class. Students who do not show much progress in Tier 1 receive more intensive small-group instruction with the classroom teacher and interventionists, within the general education classroom in Tier 2. Tier 2 often lasts from six to nine weeks and provides additional instruction per week on specifically targeted skills based on the students' benchmark assessment scores. If students continue to show minimal progress, they are moved to a Tier 3 intervention. At a Tier 3 intervention, students receive individualized, intensive interventions that target specific academic skills. During the RTI process, our Student Success Team meets every 6-8 weeks to discuss the academic progress of the student going through the RTI process.

The Charter School has hired Instructional Aides to support all students, providing targeted assistance to students who need additional help.

The Kindergarten interventionist meets students one-on-one and focuses on foundational skills in English language arts and math. Foundational skills of language arts consist of letter-name recognition of upper and lower case letters, letter sounds, writing penmanship, and grade level sight words. Foundation skills in math consist of number recognition to 30 and number bonds within ten.

The first and second grade interventionist meets with students in small groups or one-on-one depending on the students' needs. Each interventionist focuses on foundational skills for that grade level. They also provide differentiated instruction based student data and assessments.

For grades three to six, one interventionist focuses on ELA and a second one focuses on Math. These interventionists work with students in small homogenous groups, differentiating instruction based on CCSS and student data and assessments.

The Reading Interventionists works with RTI Tier 2 and Tier 3 students who need additional support in foundational skills and reading comprehension. Students meet with our reading interventionists twice a week in a small group of three to four students.

ENGLISH LEARNERS

Currently, 50% of enrolled students are identified as English Learners (EL) at Hawking 1 and 64% at Hawking 2. Hawking STEAM Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

All teachers have English Learner authorization credentials. The instructional coach provides all teachers with ongoing training to implement effective research-based strategies including SDAIE, GLAD, differentiation, scaffolding and Kagan Structures for Cooperative Learning. Teachers integrate the ELD Frameworks across all disciplines.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION

Hawking STEAM Charter School provides English Learners with a solid foundation in academic language as well as opportunities to develop social language. English Learners are immersed in English language mainstream classrooms and receive small group instruction by their classroom teacher or other qualified teacher or staff to develop their English and to support their understanding of the curriculum throughout the school day.

Hawking STEAM Charter School believes English Learners should be taught using an academically challenging curriculum appropriate for the student's grade level. In order to support English Learners in reaching their potential, teachers scaffold instruction and teach students comprehension strategies for a more self-directed means of comprehending grade-level curriculum. Other strategies include word study to examine cognates, etymologies, prefixes and suffixes, and spelling patterns. Teachers instruct students on how to examine common text structures and use graphic organizers to organize information for better recall and comprehension. Visual representations of key vocabulary and/or realia are also used to help students comprehend new vocabulary. Students are given daily opportunities to use their language in practical situations. As English Learners delve into projects on a particular subject, they develop the categorical vocabulary associated with that topic and the social language needed to work successfully in a collaborative learning setting.

Hawking STEAM Charter School believes language is best learned when it is used repeatedly. Our students are expected to regularly share their opinions, ideas, and knowledge with their classmates, teachers, the school community, and the community-at-large. Through presentations, speeches, book readings, webpages, and other collaborative activities, EL students strive to communicate effectively and thus improve their English language skills. English Learners may be grouped into flexible groups based on current

language objectives for each student. Student progress is monitored with formative assessments as well as assessments at the end of project cycles.
Hawking STEAM Charter School implements an academic program that delivers high quality instruction designed to meet the language needs of English Learners. Hawking STEAM Charter School provides an English language program that ensures students will meet and/or exceed the state English-Language Development Standards each year.

Teachers provide clear and attainable objectives and maintain explicit expectations that support a learning-centered environment. Teachers provide support for English learners through use of word walls, labeled visual representations for vocabulary, ideas, and content; explicit vocabulary instruction including etymology, academic language and student talk is infused, expected and encouraged throughout the day. This expectation of high vocabulary use and student talk is also encouraged during physical education, music, and art, for every grade level.

To support the implementation of the ELA/ELD Framework, the administration provides teachers with professional development on effective strategies for implementing the ELA/ELD Framework so that they address the needs of the varying levels of English Learners while also being aligned with and adhering to the CCSS aligned curriculum. The administration analyzes and uses data that includes: student work samples, assessments, routine observations, and walk-throughs to provide targeted feedback to teachers in meeting the needs of English Learners. Additionally, teachers and support staff participate in Professional Learning Communities that focus on addressing the needs of English Learners through targeted instruction through integrated and designated ELD, development of data driven lessons, as well as development of strategic interventions. Teachers use data from formal and informal assessments to guide classroom instruction and targeted interventions.

It is expected for students to make a minimum gain of one level of proficiency annually on the CELDT/ELPAC. The Leadership Team meets on a regular basis to closely monitor the academic progress of English Learners and Long-term English Learners ("LTEL"); to identify and provide appropriate interventions as needed. In cases in which students are not making adequate progress, an intervention specialist and instructional assistant provide to identified students, further academic support in English Language Development through pullout and push-in instruction as well as small group instruction using focused interventions in reading, math, and other areas as identified.

IDENTIFICATION
Upon enrollment, each student's primary language is determined through use of a home language survey.

CELDT TESTING

Within 30 calendar days of their initial enrollment[1], and at least annually thereafter until re-designated as fluent English proficient, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test are assessed using the California English Language Development Test /English Language Proficiency Assessments for California ("ELPAC").

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Currently, CELDT testing services are contracted though Sweetwater Union High School District Curriculum & Instruction, Office of Research and Evaluation. Starting with the 2017-18 school year, the school will administer the CELDT for Initial Assessment only; and the ELPAC Summative. Starting with the 2018-19 school year, the ELPAC is scheduled to replace the CELDT for Initial and Summative testing. Per the State Board of Education, the ELPAC Summative assessment will be administered only in the Spring (February – May). The ELPAC Initial Assessment will be administered upon enrollment for newly identified EL only. The assessments are submitted and the department processes score reports that are sent to our sites. Results are sent home and also filed in the student's cumulative record file.

Hawking STEAM Charter School notifies parents/guardians of their child's results on the CELDT within 30 calendar days of receiving results. Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Principals or his/her designee shall develop criteria for determining student needs on the basis of these assessments.

Before students are enrolled in a program for English Learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian.

Not later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following:

[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

1. The reason for the student's classification as English Language Learner
2. The level of English proficiency
3. A description of the program for English language development instruction, including a description of all of the following:
    a. The manner in which the program will meet the educational strengths and needs of the student
    b. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
    c. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English Language Learner students, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools
    d. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program
5. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

Parents/ guardians also shall be notified of the results of any reassessments.

RECLASSIFICATION

Hawking STEAM Charter School provides additional and appropriate educational services to English Learners for the purposes of overcoming language barriers until the English Learners have:

1. Demonstrated English language proficiency comparable to that of the state's average native English language speakers
2. Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers English Learners shall be re-designated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

The administrative staff and instructional coach oversee the Fluent English Proficient reclassification process. The Hawking STEAM Charter School has developed a Reclassification Record Form that includes the following reclassification criteria:

1. Assessment of English Language Proficiency (overall CELDT level 4 or 5).
2. Teacher evaluation, including a review of the student's curriculum mastery and progress on academic standards and benchmarks.

3. Parent input and consultation.
4. Academic achievement results in English Language Arts-comparison of student performance in basic skills in English language arts in comparison with the performance of English proficient students of the same age (CAASPP & local measures for reading using NWEA MAP results.

The staff identifies EL students and gathers all required data to identify EL students who meet the reclassification criteria. Data and pertinent information are shared with teachers and parents. As part of the reclassification process, teachers complete an evaluation of academic progress for students who qualify, and this information is communicated to parents who then approve the reclassification. The completed reclassification documents for students who meet all necessary criteria are forwarded to the District's Office of Research and Evaluation who verifies qualifications and updates student files as well as the necessary documents. These are then returned to our sites to be filed in students' cumulative record files.

Parents/guardians shall receive notice and a description of the re-designation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be provided:

1. Comparison of performance in basic skills, including performance on the English Language Arts section of the California Assessment of Student Performance and Progress.
2. Objective data on the student's academic performance in English as determined by the CELDT/ELPAC.
3. Results on the student's NWEA Measures of Academic Progress Benchmark assessments.

PROGRESS MONITORING FOR RFEP STUDENTS

The Principals and other support staff provide subsequent monitoring and support for re-designated students, including but not limited to, monitoring the performance of re-designated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of re-designation, and ensuring correct classification and placement.

PROGRESS MONITORING FOR EL STUDENTS

Hawking STEAM Charter School has developed a process to monitor the effectiveness of the Charter School's program for English Learners, which is modified as needed to ensure language and academic success for each English learner.

Teachers monitor the progress of our English learners. Teachers give both formal and informal assessments including NWEA MAP Benchmark assessments as well as curriculum-based assessments in science, language arts, and math. They work in

Professional Learning Communities groups to determine appropriate interventions targeted at each student's needs based on assessment results.

In addition, the following staff members provide support in monitoring the progress of our English Learners:

- The CELDT coordinator communicates with teachers, students, and parents to provide updates on progress; informs families about possible interventions that will meet the needs of EL students; and works to monitor the progress of EL students identified as part of the SST process.

- Intervention teachers and aides provide academic support based on the lessons teachers provide in class taking into account the specific needs of the students. The intervention teachers and aides provide documentation and updates to teachers to inform further intervention.

- The RSP teacher works with EL students who have an Individualized Education Programs ("IEP") to meet learning targets ranging from social, academic, and/or behavioral needs.

Administration meets with staff to communicate needs as well as expectations based on results. Administration may conference with specific teachers based on the needs of EL students in their class. They communicate CELDT data as well as reclassification information pertaining to EL students at each grade level.

HIGH ACHIEVING STUDENTS

Hawking STEAM Charter School's project-based learning educational program focuses on higher-order thinking and critical thinking skills, with an interactive focus in which discovery, exploration, and problem solving form the guiding process for teaching and learning. Teachers at Hawking STEAM Charter School differentiate instruction through flexible grouping of students and multiple modalities. Teachers also offer multiple types of assessments allowing them to best assess the myriad of ways in which students can internalize and express their learning. In this way, all students along the spectrum from at-risk to high-achieving have their academic needs met. This approach makes the Charter School uniquely and effectively designed to meet the needs of all learners.

High achieving students will be served within the regular classroom program. Teachers use multiple strategies to differentiate instruction for diverse learning styles and ability levels within the Charter School's curriculum. Our integrated approach to planning and delivering instruction will be an effective approach for all learners, including gifted students.

Teachers will use a variety of assessment measures, including standardized assessment data and other classroom performance data, to identify students who are high achieving. Students who achieve significantly above grade level and/or demonstrate behaviors

consistent with gifted ability may be appropriately identified. In certain instances, services such as psychological testing might be used to test students for gifted ability, depending on the availability of such services. Parents and guardians will be informed when their child is suspected of being gifted or identified as gifted so that they can seek appropriate challenges and opportunities for their child.

Students who are identified as high achievers are provided with differentiation and instruction that is flexible enough to meet their specific needs. According to Carol Ann Tomlinson, "a class is not differentiated when all students are doing the same thing and no adjustments are being made to the difficulty levels of the assignments that are given" (Tomlinson, 1995). Hawking STEAM Charter School has adopted strategies recommended by Tomlinson and others researchers for effective teaching in mixed-ability classrooms, such as:

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers.
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;

Incorporating a variety of the levels of thinking described in Bloom's taxonomy including the higher levels of analysis, evaluation, and synthesis into lesson content and student work products. As a result of program differentiation using the strategies just described, the unique learning needs of advanced learners will be met within the regular classroom program.

LOW ACHIEVING STUDENTS

Hawking STEAM Charter School aims to accelerate academic achievement for all students by maintaining an environment fostered by high expectations and rigorous instruction for all students. Understanding the importance of providing a variety of specialized supports that meet the learning needs of every student, Hawking STEAM Charter School uses a variety of methods to identify students' strengths and weaknesses, including those of at-risk students. Students may be deemed "at risk" if they are displaying any of the following characteristics: 1) Failure to meet expectations as indicated on standardized test results; 2) initial diagnostic assessments indicate skills in math, reading and/or writing are below grade level; 3) student has poor attendance; 4) student is not responding to academic interventions; and 5) student is displaying behavioral issues. Students identified as "at-risk" are referred to Response to Intervention ("RTI") Tiered Instruction and Intervention model. See "Response to Intervention" section for a description of services.

SOCIO-ECONOMICALLY DISADVANTAGED

Through a warm and supportive learning environment, Hawking STEAM Charter School provides a consistent, cooperative, language-infused learning-centered program for students in a structured learning environment. Our school provides uniforms at no cost to students who are socio-economically disadvantaged, in addition to access to after school tutoring provided by credentialed teachers, and access to the after school program led by the SBCS and/or YMCA. Students in the after school program are provided a quiet area where they are expected to complete homework and read before participating in other enrichment activities. South Bay Community Services provides tutoring and homework support, in addition to hands-on learning and STEAM curriculum in order to extend student learning during before and after school hours.

In addition, Hawking STEAM Charter School has developed community partnerships that provide our students with experiences that extend beyond the school campus.

- UrbanCorps of San Diego County provides recycling services for the Charter School and educates our students in preservation and conservation.
- International Bridge Technologies, a civil engineering company, exposes our students to the world of civil engineering while also engaging in projects with our students.
- The Sierra Club Inspiring Connections Outdoors is a community outreach program dedicated to helping urban youth discover the outdoors. They provide adult supervision, equipment, food and transportation for hiking, snorkeling, and camping excursions for Hawking STEAM Charter School students, helping them learn how to safely explore nature and allowing them a chance to be kids – to climb rocks, splash in a stream, look at bugs, and be master of the mountaintop – while developing new skills and a desire to explore and protect open spaces.
- The Art Pratt Foundation provided funds to launch and implement the MusIQ program which funded the purchase of music equipment and software programs for the advanced learning of music.
- Before and After School Computer Lab is open for students who do not have internet access at home.
- Computers with access to the internet are available to parents who do not have internet access during the school day.
- Youth To the Core (the fitness and nutrition program brought to us by CCSA) and Good Neighbor Gardens (a program that runs during the day and after school to help educate students about health, nutrition and entrepreneurship).

FOSTER YOUTH

Currently our charter school does not have any identified enrolled foster youth but recognizes the importance of establishing an infrastructure necessary to identify and track foster youth data, to share with the courts, child welfare, probation, and the San Diego County Office of Education, as necessary to support the educational success of foster youth students. Many of the families enrolling feel that it is a disadvantage to report this information and do not do so. In order to ensure that we know and understand the Charter School's students well, the Charter School will be assisting each family during enrollment

with an enrollment packet and interview that will specifically help guide parents when filling out forms as well as help us truly understand each student that enrolls in the Charter School.

The Charter School is committed to disaggregating and tracking foster youth education data, including setting baseline data and specific targets for improvement thereafter. Together with key community partners, we can utilize these data to make strategic investments tailored for students in foster care, particularly around school stability.

Through collaboration with key partners the San Diego County Office of Education and our Authorizing district, our charter will participate in comprehensive training for staff to ensure resources are made available for our foster youth students.

STUDENTS WITH DISABILITIES

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act.

The Charter School will be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado County Charter SELPA.[2] Hawking will continue with South County SELPA for the 2017-18 school year, and is in the process of applying to the El Dorado SELPA effective July 1, 2018; starting with the 2018-19 school year.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School will provide the District evidence of membership. As an LEA member of the SELPA, the Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School may participate in the state's quality assurance process for special education (i.e., verification reviews,

[2] In the event that the Charter School is not accepted into the El Dorado County Charter SELPA for the 2017-18 school year, it will default to being categorized as a public school of the District for purposes of special education, in accordance with Education Code Section 47641(b). Special education and related services will be provided in accordance with a separately-negotiated memorandum of understanding.

coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act
The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test

purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall

utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

The Charter School Must First Try to Meet Students' Needs Within the General Education Program.

A student cannot qualify to receive special education services until after the school has tried to meet his or her needs within the parameters of the general education program. The school will attempt a series of informal strategies to address struggling students' needs before employing the formal special education process. Two such approaches include Student Study Teams (SSTs) and Response to Intervention (RtI). The SST—a group that usually includes the student's school–site administrator, teacher, and parent—typically discusses the student's progress and identifies in–class strategies for the classroom teacher to try. RtI is an instructional approach designed to identify struggling students and provide interventions explicitly targeted to meet their needs.

The Charter School Will Evaluate Whether Student Has Disability That Requires Special Education Services.

If the Charter School determines that general education programs cannot adequately meet a student's needs, they will refer the student for a professional evaluation to see if he or she qualifies to receive special education. Once the Charter School makes the referral and the parent consents/signs the assessment plan, the evaluation will be conducted within 60 days. The evaluator assesses whether the student has a disability and whether that disability interferes with the student's education. The Charter School understands that Federal law requires schools to provide special education services to students who meet both of these criteria.

A Student Success Team (SST) will be the process by which students are identified for additional supports and individualized plans are created for each student based on their educational needs. The SST will include additional instructional supports, a timeline for implementation, an action plan summarizing goals and strategies for the student, and means for assessment. All SSTs will be communicated with parents, students, teacher(s) and the School Principals. See Attachment A.

EL DORADO CHARTER SELPA

Every LEA for purposes of special education is required to belong to a SELPA. The SELPA is a consortia of LEAs responsible for the development of special education policies and procedures, distribution of federal and state special education funds, and providing a range of professional development pertaining to special education. With this support, the El Dorado County Charter SELPA's partners, in this case Hawking STEAM Charter School will partner with the El Dorado County Charter SELPA, in order to continue to provide high quality special education programs to their students.

The El Dorado County Charter SELPA was the first statewide charter-only SELPA. The Charter SELPA is a cooperative model designed to ensure special education programs are available for all students with disabilities.

Since 2007, the El Dorado County Charter SELPA has grown from four charter partners, operating 10 charter schools, to include 153 partners, operating 328 charter schools, representing over 100,000 students.

Hawking STEAM Charter School intends to become a member of the El Dorado County Charter SELPA for the purposes of delivering Special Education programs.

We intend to join El Dorado County Charter SELPA and collaborate with them to contract our own Hawking STEAM Charter School SPED team which will include the following positions: School Psychologist, RSP Teacher, Speech Therapist, etc. In addition, we are collaborating and developing partnerships with outside agencies that work with charter schools exclusively and are available to provide consultant and sub work on an as-needed basis in order to meet the needs of our students with IEPs.

At Hawking STEAM Charter School, Special Education is provided using an inclusion model in compliance with state and federal policies and guidelines. Hawking STEAM Charter School is an inclusion model school, providing instruction to students with disabilities through the Least Restrictive Environment (LRE) as required by the Individuals with Disabilities Education Act. The Special Education staff provides services both directly and through collaboration with the general education staff. Training, materials and/or assistance with modifications and/or adaptations for implementing the Individualized Education Program is provided for optimum student access to the general education curriculum.

Inclusion at Hawking means:

- Promoting student learning through co-teaching by a general education and a Special Education teacher, developing modified curriculum when needed.

- Creating smaller learning environments with the assistance of the special educator and/or paraprofessional in the classroom.

- Promoting greater diversity. All students with disabilities are placed in educational groups within general education classes. Each educational group has students in Special Education with a wide range of disabling conditions.

- Improving social skills of students with severe disabling conditions by promoting extensive interactions with their age-group peers in the general student population.

- Improving professional collaboration, as special educators are an integral part of educational families.

- Improving student performance in achievement, provided by access to the content standards through participation in the general education program, using instructional materials modified to fit the IEP.

In Hawking STEAM Charter School's model of inclusion, special education teachers and the general education teachers have a joint responsibility for the success of students with IEPs.

DESCRIPTION OF SST:
The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success and social-emotional issues. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. All students can benefit from an SST, including but not limited to those students achieving below or above grade level, English Language Learners, students with special educational needs, and students who have experienced issues that might hinder their academic success at school.

IDENTIFICATION
Anyone who has a concern for a student can refer that student for an SST for consideration. Students are referred to SST by teachers, parents, counselors, upon written recommendation by a doctor, administration, social workers and law enforcement representatives. The meeting is designed to bring out the best in the people involved.

SST FORM
The SST can be an initial, review or termination meeting. SST meetings are set for six weeks of intervention with follow-ups every 6 weeks until it is deemed that termination of SST is appropriate. Student information, such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST. A description of the individualized

intervention program, which will meet the needs of the student, including specific strategies that will be used with the student, are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least an 80% mastery rate is required on each objective for the goal to be met. A projected completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

SST MEETING

Team members introduce themselves and their roles.

- Purpose and process of the meeting are stated
- Strengths are identified
- Concerns are discussed, clarified and listed
- Pertinent information and modifications are listed
- Concerns are synthesized with one or two chosen for focus
- Strategies to deal with are chosen; concerns are brainstormed
- Goals are developed
- Team chooses best strategies to create an RTI action plan
- Individuals make commitments to actions outlined in action plan to help students achieve goals
- Person/s responsible and timelines for actions are recorded
- Follow-up date is set

As part of the requirements of the El Dorado SELPA membership, members of the Leadership Team at Hawking will attend all required workshops, meetings; and ongoing virtual and onsite discussions on legal requirements and compliance as it pertains to IDEA. Therefore, the Principals and Special Education Coordinator will attend extensive professional Development as it pertains to Special Education.

<u>Student IEPs Define Their Special Education Services.</u>

Once an evaluator recommends that special education services would be appropriate, a team of stakeholders come together to prepare an IEP—an individualized written statement defining the services the Charter School will provide for the student. Federal and state laws outline the IEP process, including setting timelines for completing and reviewing the plan (at least annually, but more frequently if student needs change); specifying what the plan should include (present levels, goals, measures of progress, services to be provided, inclusion in the general education setting); and designating required IEP team participants. The IEP team will minimally include the student's parents, a school administrator, a special education teacher or service provider, the student's general education teacher, and the evaluator who determined the student's eligibility for services. The IEP becomes a legal document requiring the Charter School to provide the services described for the student.

<u>The Charter School Will Receive Professional Development in Special Education.</u>

Due to the complexity of special education regulations and laws, the Charter School will participate in professional development in order to ensure compliance to IDEA.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education. The El Dorado SELPA offers an expansive amount of special education specific-training that we intend to have our team participate in.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School

will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principals and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not

to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination
It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints
The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings
The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation
The Charter School understands that it shall represent itself at all SELPA meetings.

Funding
The Charter School understands that it will be subject to the allocation plan of the SELPA.

"A Typical Day"
As the school day begins at Hawking STEAM Charter School, students enter the school grounds down the halls, where they are each warmly greeted by name. Students head straight to the cafeteria for breakfast, to receive a healthy meal, prepared by Revolution Foods. All meals served are organic, no-trans fats, and Non-GMO. The morning routine starts at 8:20am with a school-wide greeting, a student-led U.S. Pledge of Allegiance, an interactive review of the monthly character trait—Healthy (mind body and spirit), Being our Best (Growth Mindset), Being Open Minded (Thinking Outside of the Box), Being Terrific (Trustworthy, Respectable, Responsible, Fair and Cooperative) and the Hbots pledge:

I pledge allegiance to myself,
To be the best that I can be,
I treat myself,
My family, teachers and friends,
With kindness, respect and integrity.
With passion and grit
And creativity,
My life is a choice,
Success is up to me.

Teachers meet their students and lead them in lines straight to their classroom, with the school song playing in the background.

Every classroom begins the day with a classroom meeting where students are encouraged to "empty the cup," a practice where students express what's on their mind before learning occurs, in order to clear their minds and be able to focus. Once in the classroom, the teacher discusses the day's objective, and expectations. The message is clear: 'We are here to learn.' Classroom set-up varies by classroom and activity, as teachers re-arrange desks, tables and chairs, a Kagan Cooperative Learning strategy used to increase student engagement. Teachers begin their lessons using academic language, accessing student prior knowledge, using sentence frames, and words of encouragement. Students participate in turn and talk strategies, small group instruction and discussion, and think-pair-share activities, engaged in academic discourse. Our teachers are cognizant that every moment and interaction with students is a teachable moment. The following

provides a snapshot of a typical day for a student at Hawking STEAM Charter School by grade level:

- Transitional Kindergarten students are deeply engaged in their cooperative groups as they assemble the weather mobiles they created. The mobiles feature several cards with a student-created drawing about a weather event on one side and a student-written sentence about it on the other. It's exciting to see them engaged in a tricky fine-motor task of twisting pipe cleaners to connect the cards. Teachers exclaim, "kiss your brain" as a celebration and "stretch your brain" as a motivator while they successfully work to complete the task. Students who complete the tasks before others then move to a STEAM center in the classroom or help their peers in class.

- Kindergarten: Students seated in a circle on the carpet, sharing their "pits" and "peaks," an activity where students discuss the previous days' highs and lows and what things they will work on today. Students then take turns celebrating each other's' accomplishments from the day before and the class responds with a "kiss to the brain" or and "ooh la la." Afterwards, students practice the days of the week, months of the year, colors, the alphabet and numbers using dance and songs. The rest of the day consists of Literacy instruction in a 75-90 minute block in centers and Guided Reading. During math block that consists of minutes, teachers integrate Cognitive Guided Instruction alongside centers, through Guided Math and students using apps with their iPad.

- 1st grade: Teachers and students review the daily agenda and discuss the standards as they relate to STEAM. During center time, students are fully engaged in self-directed meaningful activities that include: reading books; using RAZkids (Learning A to Z); Starfall on iPads; practicing math concepts using ZEARN Math on iPads; sequencing numbers with a partner on the rug; or gathered at the easel using ten frames and Eureka-based manipulatives to practice their nine facts; studying words using a sight word game, a phonics game, alphabetizing words (to the third letter!), "engineering" sight words using connector blocks; using observation skills as they carefully study and then draw, color, and label the classroom aquarium. With students focused their own learning; the teacher provides targeted instruction to a small group of students at a kidney table.

- 2nd grade: Preparations for the upcoming student-led conferences are underway in second grade. Students and teacher begin the day sitting in a circle on the rug holding a class meeting, allowing each student to reflect and orally rehearse what they will later write as they go around the circle, sharing a social-emotional strength, an academic strength, and then something they intend to work on at school. All students are expected and required to participate and use complete sentences, while the teacher provides prompts and scaffolds as needed. Students then return to their seats to write their reflections to the same prompts. The teacher

and instructional assistant circulate throughout the classroom to observe, encourage and support students.

- 3rd grade: After practicing cursive for a few minutes, the third graders promptly switch gears to review last night's homework as a classroom activity. The teacher uses and models academic language in her explanations. Then the class sings a song as they transition to the next activity, a quick review of math facts via the Flocabulary Challenge Rap video, which flashes facts across the screen and students call out responses. If a student hesitates, the teacher pauses the song and has the student rehearse the fact with a partner and then asks them to share the commutative property for that fact before resuming the video. Transitions are seamless as students move on to solving extended fact problems (90 x 8, 6 x 60, etc.), first on their personal whiteboards, and then reviewed as needed by the teacher. They break out in a song for multiplying facts at times and then continue. Another transition song and they are engaged in a discussion as they decompose and multiply numbers. Intellectually engaged, the teacher prompts students to think more deeply by saying, "Turn to your partner." "Share your thinking with the group." "Why do we do that?" "Please clarify." Most importantly, the teacher asks, "are there any other methods by which this problem can be solved?" This process encourages students to think critically and illustrate multiple ways to solve problems.

- 4th grade: In fourth grade, we see the "6-a-Day Language Review." The teacher discusses the correct response and then transitions to a discussion on each section and why it makes sense. Students segment words, studying the etymology of each part – prefix, base/root, and suffix making connections to similar words. Maintaining a brisk pace, they transition to the math lesson, starting with a review of homework, including a song about area and perimeter, and use of the academic vocabulary "prime" and "composite." When a student struggles, rather then telling the student what to do, the teacher prompts the child with, "Explain what you've done and what are you trying to solve?"

- 5th grade: In the fifth grade classroom, students are collaborating in groups solving and presenting a real world math problem using SOLVE. Students study the problem and then decide on a plan of attack. They analyze the information and decipher what is important and what is not. They deliberate among themselves and decide on what operation(s) to use and what strategies to use. They write their solutions using sentences to explain their steps and solution. After a few minutes, the teacher calls the groups back together; and group-by-group they share their problem, their thinking, and their solutions.

- 6th grade: In their collaborative teams, sixth graders are in the midst of a KnowAtom science investigation about the change in density of salt water in a closed system compared to an open system. In groups, students engage in discussions about how

to collect the data, what measurements need to be taken, what tools to use, and then record the gathered data. A student hypothesizes that the closed system will stay the same and the open system will have less density and another student counters with the opposite. They plan to collect data daily for a few days, which should either confirm or disprove the hypothesis.

At Hawking, we have had the privilege to serve our students in grades TK- 6 for the past 5 years. The planning for their entry into Middle and High School has already begun. We are planning for a continuous and uninterrupted course of study where students will continue to use many of the learning strategies from their previous years of schooling. In addition, we will continue to purchase and utilize research and standard-based curriculum as well as teaching and learning strategies to best meet the needs of our students. The descriptions at each grade level that were listed above are actual depictions of a typical day at Hawking. Since we have yet to serve grades 7-12 due to our facility limitations, we feel it will be inauthentic to describe actual happenings at our school. However, below is a hypothetical day at grades 7-12:

A typical middle school student's day is immersed with intentional positive school culture and climate. Blended with this environment are strong academics and a focus on personal and social emotional development.

Teachers will be ready for their students long before they arrive in their classrooms. They will be ready with content knowledge and most importantly, the necessary pedagogical knowledge in order to meet the needs of their students; they will have collaborated with students' previous teachers in order to understand their student's strengths and areas of needed growth.

Each middle school day begins with an advisory period. Advisory is a dedicated time for student to check in with advisors and get organized for the day and week. This time period will help support our students in the continued development of their growth mindset. In addition, this time will also be used to foster our character traits program with the goal of helping our adolescent students develop the skills they need for success. Our advisory also includes an intentional focus on social-emotional learning and study skills development as well as time for academic support.

Following advisory, students will then proceed to their core (math, science, social science, English, foreign language, physical education, VAPA- music, art, drama, and STEAM - technology and engineering) for the remainder of their day.

Students will continue using the Know Atom Science NGSS based science curriculum and continue to engage in both Project-based learning and an integrated, hands-on course of study.

Students will continue to collaborate in their Kagan groups and continue to develop their group work abilities in all subject areas.

Students will be fully immersed in one of the courses listed in our Middle and High School courses found earlier in this Element 1 at any point throughout the day.

Friday morning begins with a student-led community pep-rally. These gatherings include a review of the events of the week, a preview of the week ahead, student leadership announcements, and opportunities to honor and recognize work done by individuals or groups of students, community-building activities, and student presentations.

Middle school students enjoy a mid-morning break with a healthy snack. During the lunch period, students gather around tables in the middle school courtyard or near the amphitheater, and join activities in the garden, art studio, music room, projects lab or library media center. Some students may be involved in lunchtime student leadership meetings, or other interest-based clubs.

A middle school student's typical afternoon includes a continuation of core and/or specialty courses. Electives are a time when mixed-grade groups participate in a range of self-chosen classes. A group of students might be found practicing with the Rock Band in the music room; working with the STEAM club on an engineering project design to inspire and involve others to think like an engineer, creatively designing and problem solving on projects in the lab; working on a presentation or project; our peer mediation club will think deeply about topics related to diversity and inclusion. Elective classes are designed to reflect students' interests and passions, which reinforces our S.T.E.A.M (Science, Technology, Engineering, Arts, Athletics, Math) focus.

At the end of the school day, students rejoin their advisors for a closure period to clarify homework assignments, reflect on the day's activities and experiences, and preparation for the following day. Middle school teachers are available after school to check in with students and parents as necessary. After school, students can be found participating in after-school sports, rehearsing for our various drama productions, or working on homework in the library media center homework support program.

Our goal is for each middle school student to enjoy a well-rounded daily experience, blended with academics and the arts, while reinforcing collaboration and community. The structure of their day with a block schedule, daily advisory, electives and pep-rally is a responsive approach to the developmental needs of our growing middle school students. Our teachers thoroughly enjoy working with students of this age, and have designed a program specifically to meet the needs of this unique time in a child's life. They are here to support each of them, every day. The middle and high school program will evolve regularly in order to best meet the needs of our students just as our Elementary program has evolved and improved over the last five years.

In the PE area, a classroom teacher and the PE technician are in the midst of the daily lesson. Students begin with student-led stretches, running laps and then engage in a structured PE lesson.

In the music classroom, students are engaged in focused partner talk and displays of academic vocabulary (definitions and visuals included) pertaining to musical instrument families, are vividly displayed on the walls. Students may be engaged reading musical notes, a fingering chart for the recorder, and information about this month's composer – all referenced by the instructor throughout the lesson. Students are enrolled in musical theatre or dance where they learn to be confident and focus on learning how to perform. Our school hosts 3 student performances a year.

The Special Education Resource Teacher can be found working with special education students sitting at a table in the halls or in the classroom, while the instructional assistant provides push-in support for specific students in the classroom. The school psychologist also works with students as part of the assessment process or may be following up based on the students Individualized Education Plan (IEP).

Around 10am, students head for their recess break. They can be found at the craft and game table, some are designing and testing paper airplanes at another table, and others are enjoying a snack. Students excitedly talk about classroom projects, the upcoming Dance-a-thon and Expo.

During lunch all students are provided with a healthy meal prepared by Revolution Foods. Afterwards the students identified as Stewards of the Land, separate leftovers as trash, recyclables, or compost. SOL Workers also maintain the student created garden beds by watering, seeding and weeding the areas during recess time.

As one observes the activities taking place in classrooms, the collaborative nature of our staff is visible. There is continuity and alignment among grade levels. Evidence of interdisciplinary student projects are displayed on counters, shelving, and wall spaces. All classrooms feature:

- STEAM objectives written on the board that articulate what students will learn and be able to do in science, technology, engineering, the arts, and math
- Projects that integrate all STEAM areas aligned by Next Generation Science Standards (NGSS)
- Anchor charts – in various grade level, subject, and skill- or procedure-specific charts posted and referenced by teachers and students throughout the day
- Academic vocabulary – displayed throughout the classrooms and include definitions and visuals
- Word walls – spelling, high-frequency words posted for student reference
- Kidney table – utilized in small group differentiated instruction
- Laptop/iPad cart – for student technology devices that are used daily

- Student gathering/meeting area/rug – used for lessons, class meetings, community building, read-alouds
- Achieve 3000 and Smarty Ants progress charts aligning to CCSS
- Use of Essential questions outlining Project Based Learning Projects are posted.
- Clip chart/table points/Class Dojo – used by teacher as positive reinforcement of expected behaviors
- "PERFECT ATTENDANCE" – each class receives a letter for each day that each student is present and on time to reinforce school-wide emphasis on the importance of attending school.
- Emergency backpacks and binders equipped with emergency procedures, snacks, rosters and contact information.
- Afterschool, some students participate in HYPE, an after school program committed to fighting childhood obesity through team building activities; in after-school tutoring; homework support clubs; or Gadgets and Gizmos (an Engineering club) and World Dance.

Dismissal – another day of learning has come to a close at Hawking STEAM Charter School. Approximately, 100 students attend the various afterschool activities provided onsite, while others head home. Our designated supervision staff direct traffic and ensure students are safe at all times. Our ASB students sell healthy snacks after school and remind parents of important dates of upcoming events. Approximately, 15 minutes after the school day ends, our teachers may be meeting in PLC's or attending Physical Fitness High Intensity Interval Training (HIIT) with the team-building and fitness trainer.

GOALS & ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

HAWKING CHARTER SCHOOL CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. **Local Control Accountability Plan** The Charter School will produce a Local Control Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education ("SBE"). Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the San Diego County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school sites.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."

NOTE: Hawking STEAM Charter School is expanding annually by one grade level and will serve grades TK-12 by the 2023-24 school year (which extends beyond the term of this charter petition renewal). Therefore, some subpriorities listed do not yet apply to the Charter School during the term of the charter petition and are labeled as "not applicable," for that reason. They will be addressed in the annual LCAP and the next charter renewal petition, as they become relevant.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid California Teaching Credential with appropriate English Learner authorization as defined by the California Commission on Teacher Credentialing, and will be appropriately credentialed and assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates are screened for employment and will hold valid California Teaching Credential with appropriate English Learner authorization.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to Common Core State Standards, Next Generation Science Standards, other applicable state content standards, and the charter petition.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.
ACTIONS TO ACHIEVE GOAL	1. Daily cleaning by janitorial staff to maintain cleanliness. 2. Annual facility inspections (FIT Report) to screen for safety standards.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All students will be instructed by teachers who participate in schoolwide Professional Development that focuses on the integration of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	1. Develop annual Professional Development Plan. 2. Set annual goals for ongoing CCSS Professional Development 3. Provide professional development for CCSS aligned curriculum & instructional materials. 4. Monitor implementation through observations and grade level meeting discussions.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be supported in order to achieve academic content knowledge through the implementation of the CCSS.
ACTIONS TO ACHIEVE GOAL	• Develop annual Professional Development Plan. • Set annual goals for ongoing CCSS Professional Development • Provide professional development for CCSS aligned curriculum & instructional materials. • Monitor implementation through observations and grade level meeting discussions.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	EL students will gain English language proficiency through the implementation of the English Language Development ("ELD") curriculum, and EL specific instructional strategies for CCSS implementation
ACTIONS TO ACHIEVE GOAL	• Specially Designed Academic Instruction in English ("SDAIE"), Guided Language Acquisition Design ("GLAD") & Kagan instructional strategies will be incorporated in daily instruction. • The progress of EL mastery of CCSS will be monitored through ELA assessments in reading, language, oral and written language. • EL students will receive designated and integrated ELD.
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Provide parents with numerous opportunities to be involved.
ACTIONS TO ACHIEVE GOAL	• Host parent/student orientation annually • Host Coffee with the Principals each trimester. • Host English Language Advisory Council ("ELAC") meetings.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Participation in School Site Council.
ACTIONS TO ACHIEVE GOAL	Charter School administration will work to recruit parents to the School Site Council via school newsletters; correspondence sent home and monthly parent meetings with the Principals.
SUBPRIORITY C – PARENT SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, the Charter School will administer a student, staff and parent surveys on school effectiveness. Results of the parent survey will be presented to the Governing Board annually.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. *California Assessment of Student Performance and Progress statewide assessment*
B. *The Academic Performance Index ("API")*
C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test ("CELDT") and/or English Language Proficiency Assessment for California ("ELPAC")*
E. *EL reclassification rate*
F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA and Math by 2% annually both schoolwide and by numerically significant subgroup.
ACTIONS TO ACHIEVE GOAL	• The Charter School will purchase CCSS-aligned instructional materials.

	• The Charter School will implement CCSS-aligned benchmark assessments. • Teachers will receive Professional Development on the CCSS to ensure classroom instruction meets the rigors of the CCSS. • Provide academic intervention and supports through the SST process as described in this petition.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	The API is currently suspended. The Charter School will set goals to achieve appropriate results on any future accountability metric set by the State Board of Education and California Department of Education ("CDE").
ACTIONS TO ACHIEVE GOAL	The Charter School will use the appropriate method of measurement developed by the SBE and CDE.
SUBPRIORITY C – COLLEGE & CAREER READY	
GOAL TO ACHIEVE SUBPRIORITY	• Students will be on track to be college and career ready by meeting UC "A-G" course requirements. • Students in grades 10-11 will take the PSAT. • Note: The Charter School will only be serving grades TK-10 by the end of the term of this charter petition.
ACTIONS TO ACHIEVE GOAL	• Provide UC "A-G" courses and support structures to ensure all students are prepared to meet UC "A-G" requirements. • Provide all high school students with a College & Career Counselor for College and Financial Aid Planning.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level on the CELDT/ELPAC annually.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support (designated and integrated ELD), which includes 1-on-1 teacher supports; small group instruction; use of SDAIE, GLAD, & Kagan instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be assessed annually for reclassification using the Charter School's reclassification criteria.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher supports; small group instruction; use of SDAIE and ELD instructional strategies.

SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	**NOT APPLICABLE DURING THE RENEWAL TERM**
ACTIONS TO ACHIEVE GOAL	**NOT APPLICABLE DURING THE RENEWAL TERM**
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	**NOT APPLICABLE DURING THE RENEWAL TERM**
ACTIONS TO ACHIEVE GOAL	**NOT APPLICABLE DURING THE RENEWAL TERM**
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase ADA annually.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including all subgroups enrolled; parents/families will be engaged throughout the year. Students who do not meet attendance standards will be entered in the SARB process.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain chronic absenteeism rates <5%.
ACTIONS TO ACHIEVE GOAL	Students and parents will be informed of the Charter School's attendance policy as outlined in the Parent/student handbook disseminated at the beginning of each school year. Students who do not meet attendance standards will be entered in the SARB process.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a dropout rate of less than 5%; dropouts are defined as students staying in California but not returning to a California public school.

ACTIONS TO ACHIEVE GOAL	Regular and ongoing meetings with the school counselor and/or administration; SARB process.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	**NOT APPLICABLE DURING THE RENEWAL TERM**
ACTIONS TO ACHIEVE GOAL	**NOT APPLICABLE DURING THE RENEWAL TERM**
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	**NOT APPLICABLE DURING THE RENEWAL TERM**
ACTIONS TO ACHIEVE GOAL	**NOT APPPLICABLE DURING THE RENEWAL TERM**
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain suspension rates below 5%.
ACTIONS TO ACHIEVE GOAL	1. Continue to implement "HBOT Monthly Character Traits." 2. Continue to provide ASB Student Government to provide students with a voice, input and feedback. 3. Continue to host the annual 6th Grade Camp to prepare students for middle school. 4. Host award assemblies each trimester. 5. The Charter School will assess Suspension & Expulsion policies annually.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain expulsion rates below 1%.
ACTIONS TO ACHIEVE GOAL	1. Continue to implement "HBOT Monthly Character Traits." 2. Continue to provide ASB Student Government to provide students with a voice, input and feedback. 3. Continue to host annual 6th Grade Camp to prepare students for middle school. 4. Host award assemblies each trimester. 5. The Charter School will assess Suspension & Expulsion policies

	annually.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, families and the school community will feel a sense of safety and connectedness.
ACTIONS TO ACHIEVE GOAL	The Charter School will administer annual student surveys.
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.* *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups (Hispanic, Socioeconomically Disadvantaged, English Learners) will have access to a broad course of study and an academic and educational program as outlined in the Charter School's charter.
ACTIONS TO ACHIEVE GOAL	The Charter School will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on Common Core State Standards, and interventions, as necessary.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups will achieve annual growth as measured by the Northwest Education Association ("NWEA") Measures of Academic Progress ("MAP") benchmark assessment.
ACTIONS TO ACHIEVE GOAL	All students will participate in NWEA MAP ELA assessments.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups will achieve annual growth as measured by NWEA MAP Benchmark assessment.
ACTIONS TO	All students will participate in NWEA MAP Math assessments.

ACHIEVE GOAL	

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Accomplishments for each of the goals and outcomes in the table below directly support our mission to provide every Hawking STEAM Charter School student with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills: critical thinking, effective communication, presentation and creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

<table>
<tr><th colspan="2">CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES</th></tr>
<tr><td colspan="2">Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and with the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school sites.</td></tr>
<tr><td colspan="2"><u>STATE PRIORITY #1— BASIC SERVICES</u>
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td></tr>
<tr><th colspan="2">SUBPRIORITY A – TEACHERS</th></tr>
<tr><td>MEASURABLE OUTCOME</td><td>100% of core teachers will hold a valid California Teaching Credential with appropriate English Learner authorization as defined by the California Commission on Teaching Credentialing, and will</td></tr>
</table>

	be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the California Commission on Teacher Credentialing; California Longitudinal Pupil Achievement Data System ("CALPADS") reporting; and School Accountability Report Card ("SARC").
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
MEASURABLE OUTCOME	100% of students will have access to Common Core State Standards aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	The Principals will review all instructional materials before purchase; Charter School maintained list of textbooks and supplemental materials.
SUBPRIORITY C – FACILITIES	
MEASURABLE OUTCOME	1. Annually, the Charter School will administer the Facility Inspection ("FIT") report and score will result in "compliance/good standing." 2. 100% of identified Required Corrections will be corrected within three months. 3. Daily cleanliness spot checks will be performed.
METHODS OF MEASUREMENT	• Annual Facility Inspection Reports (FIT). • School Accountability Report Card (SARC).
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in ongoing CCSS Professional Development; and 100% of teachers will follow through with CCSS implementation in their classroom.
METHODS OF MEASUREMENT	• Professional Development Agendas • Professional Development Plan • Grade Level meeting notes • Classroom observation data • Common Core aligned instructional materials
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	• EL Student Performance in CAASPP ELA/Math • CELDT/ELPAC Assessment

	• NWEA MAP ELA/Math Benchmark Assessments • Formative & Summative Common Core aligned Assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
MEASURABLE OUTCOME	EL students will progress at least 1 performance level annually on the CELDT/ELPAC.
METHODS OF MEASUREMENT	• CELDT/ELPAC Assessment • EL subgroup performance on CAASPP (Grades 3-8) • Formative & Summative Assessments
STATE PRIORITY #3— PARENTAL INVOLVEMENT *Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
MEASURABLE OUTCOME	Provide parents with numerous opportunities to be involved.
METHODS OF MEASUREMENT	• Sign-in sheets • Parent/student handbook • Coffee with the Principals (trimester)
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
MEASURABLE OUTCOME	Parent involvement in School Site Council ("SSC") and/or English Language Acquisition Committee.
METHODS OF MEASUREMENT	• Meeting Agenda & Minutes committee (ELAC/SSC) meetings • Sign-in sheets
SUBPRIORITY C – PARENT SURVEYS	
MEASURABLE OUTCOME	Ensure that at least 25% of families will complete annual parent/family surveys.
METHODS OF MEASUREMENT	Results from Parent Surveys will be shared with all stakeholders at the beginning of the school year
STATE PRIORITY #4— STUDENT ACHIEVEMENT *Pupil achievement, as measured by all of the following, as applicable:* *A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment* *B. The Academic Performance Index (API)* *C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*	

E. EL reclassification rate *F. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
MEASURABLE OUTCOME	2016 CAASPP ELA & Math assessment results will serve to establish a baseline for growth targets. Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA/Math by 2% annually both schoolwide and by numerically significant subgroup.
METHODS OF MEASUREMENT	• CAASPP Results
SUBPRIORITY B – API	
MEASURABLE OUTCOME	The API is currently suspended. The Charter School will identify measurable outcomes to achieve appropriate results on any future accountability metric set by the State Board of Education and California Department of Education.
METHODS OF MEASUREMENT	The Charter School will use the appropriate method of measurement developed by the SBE and CDE.
SUBPRIORITY C – COLLEGE & CAREER READY	
MEASURABLE OUTCOME	1. Ensure high school students are on track to be college and career ready by meeting UC A-G course requirements. 2. Ensure students across all grade levels are at grade level to ensure college and career readiness for all students. 3. Students in grades 10-11 will take the PSAT. 4. EAP results from Grade 11 CAASPP. Spring 2021 EAP Results will serve as a baseline.
METHODS OF MEASUREMENT	• Ensure high school courses are UC A-G approved. • PSAT Participation rate • EAP Results from Grade 11 CAASPP ELA/Math Assessment. (post term of the charter petition)
SUBPRIORITY D – EL PROFICIENCY RATES	
MEASURABLE OUTCOME	EL students will progress at least one performance level annually using the CELDT/ELPAC.
METHODS OF MEASUREMENT	• EL Subgroup performance on CAASPP • CELDT/ELPAC Results
SUBPRIORITY E – EL RECLASSIFICATION RATES	

MEASURABLE OUTCOME	Increase EL reclassification rates annually and ensure academic performance at grade level.
METHODS OF MEASUREMENT	• Analysis of CELDT results • CAASPP Assessments • NWEA MAP Results
SUBPRIORITY F – AP EXAM PASSAGE RATE	
MEASURABLE OUTCOME	**NOT APPLICABLE DURING THE RENEWAL TERM**
METHODS OF MEASUREMENT	**NOT APPLICABLE DURING THE RENEWAL TERM**
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
MEASURABLE OUTCOME	**NOT APPLICABLE DURING THE RENEWAL TERM**
METHODS OF MEASUREMENT	**NOT APPLICABLE DURING THE RENEWAL TERM**
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
MEASURABLE OUTCOME	The Charter School will increase ADA annually.
METHODS OF MEASUREMENT	• Daily Attendance Records • ADA reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
MEASURABLE OUTCOME	The Charter School will continue to decrease student absenteeism rates.
METHODS OF MEASUREMENT	• Attendance Records • SART Records
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	Ensure middle school dropout rates <5%.

METHODS OF MEASUREMENT	Offer academically engaging learning environments for all students including subgroups.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	**NOT APPLICABLE DURING THE RENEWAL TERM**
METHODS OF MEASUREMENT	**NOT APPLICABLE DURING THE RENEWAL TERM**
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
MEASURABLE OUTCOME	**NOT APPLICABLE DURING THE RENEWAL TERM**
METHODS OF MEASUREMENT	**NOT APPPLICABLE DURING THE RENEWAL TERM**
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
MEASURABLE OUTCOME	The Charter School will maintain suspension rates below 5%.
METHODS OF MEASUREMENT	• CALPADS Reporting • SARC Report
SUBPRIORITY B – PUPIL EXPULSION RATES	
MEASURABLE OUTCOME	The Charter School will maintain expulsion rates below 1%.
METHODS OF MEASUREMENT	• CALPADS Reporting • SARC Report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
MEASURABLE OUTCOME	Of the students surveyed, at least 75% will result in student satisfaction.
METHODS OF MEASUREMENT	Student annual surveys
STATE PRIORITY #7— COURSE ACCESS *The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students*	

(classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. *"Broad course of study" includes the following, as applicable:* *Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)* *Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*	
MEASURABLE OUTCOME	100% of students including all subgroups (Hispanic, Socioeconomically Disadvantaged, English Learners) will have access to the academic and educational program as outlined in the Charter School's charter.
METHODS OF MEASUREMENT	• Master Schedule
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
MEASURABLE OUTCOME	60% of students including subgroups will achieve annual growth as measured by NWEA MAP benchmark assessment.
METHODS OF MEASUREMENT	• NWEA MAP ELA Benchmark assessments: 3 times/year
SUBPRIORITY B – MATHEMATICS	
MEASURABLE OUTCOME	60% of students including subgroups will achieve annual growth as measured by NWEA MAP benchmark assessment.
METHODS OF MEASUREMENT	• NWEA MAP Math Benchmark assessments: 3 times/year

ELEMENT 3: METHODS OF MEASURING PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

STUDENT INFORMATION SYSTEM

Hawking STEAM Charter School uses Infinite Campus as its Student Information System, as requested by Sweetwater Union High School District.

MANDATED STATE ASSESSMENTS

Hawking STEAM Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System data. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

School-wide and student subgroup progress is objectively measured by state-mandated annual assessments within the California Assessment of Student Performance and Progress administered to our students in grades 3-8, and 11 in ELA/Math, CAASPP California Alternate Assessment, the California Science Test (CAST) in (Grade 5, 8, high school), the Physical Fitness Test ("PFT") grades 5, 7, and 9, and the CELDT/ ELPAC.

NWEA MEASURES OF ACADEMIC PROGRESS

Hawking STEAM Charter School will administer the Northwest Evaluation Association Measures of Academic Progress (MAP) for all grade levels, starting with Fall 2017.

MAP creates a personalized assessment experience by adapting to each student's learning level and precisely measuring student progress and growth for each individual. MAP assessments are computer adaptive interim assessments in Reading, language and mathematics that will be administered three times per year. MAP results provide powerful student growth data that informs instruction using valid, reliable and real-time data. It measures the growth of every student over time regardless of on, above, or below grade level performance and even if standards change. MAP data identifies concepts students are ready to learn, and group students for instruction. MAP also provides Skills Navigator that provides focused information teachers need to guide daily classroom instruction, and instructional resources that help each student master the specific skills they need to be successful. Skills Navigator supports educators in the classroom, enabling them to help

students with diverse needs, close achievement gaps, use data to inform instruction, and monitor progress for every student, and can be used for Tier 2 Response to Intervention (RTI) progress monitoring programs. It creates and reinforces evidence-informed instructional practices, and evaluates programs and professional development needs. The staff can compare and predict student achievement and growth over time via exclusive normative and growth information. MAP for Primary Grades (MPG) is an interim assessment for grades K-2, that supports students with colorful graphics and audio support.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

The following chart provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to develop annual measurable outcomes, and further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, ensure student college and career readiness, and measure program efficacy. The Principals, teachers and staff are held accountable by the Charter School's governing board, to ensure all students are meeting annual growth targets and school-wide measurable outcomes.

ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
CAASPP/SBAC (EAP)	Grades 3-8, 11	State Mandated	ANNUALLY
NWEA MAP	TK-12	Local Assessment	3 times/year
ACHIEVE 3000	Grades 2-6	Local Assessment	MONTHLY
SMARTY ANTS	TK-2	Local Assessment	MONTHLY
RAZ KIDS	TK-2	Local Assessment	3 times/year
WRITING ASSESSMENT	TK-12	Local Assessment	3 times/year
FORMATIVE ASSESSMENTS	TK-12	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-12	Local Assessment	WEEKLY
MATHEMATICS			
CAASPP/SBAC (EAP)	GRADES 3-8, 11	State Mandated	ANNUALLY
STAR MATH	TK-12	Local Assessment	3 times/year
NWEA MAP	TK-12	Local Assessment	3 times/year
FORMATIVE ASSESSMENTS	TK-12	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-12	Local Assessment	WEEKLY
SCIENCE			
CALIFORNIA SCIENCE TEST (CAST)	GRADE 5,8, HS	State Mandated	ANNUALLY
FORMATIVE ASSESSMENTS	TK-12	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-12	Local Assessment	WEEKLY
EXPO Presentations of Learning	TK-12	Local Assessment	2 TIMES/YEAR
HISTORY			
FORMATIVE ASSESSMENTS	TK-12	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-12	Local Assessment	WEEKLY
ENGLISH LANGUAGE DEVELOPMENT			
CELDT/ELPAC	TK-12	State Mandated	ANNUALLY
LANGUAGE POWER	TK-8	Local Assessment	MONTHLY
PHYSICAL EDUCATION			
PHYSICAL FITNESS TEST (PFT)	GR. 5, 7, 9	State Mandated	ANNUALLY

REPORTING OF DATA
Hawking STEAM Charter School develops an annual SARC Report, administers Report Cards, holds Parent-Teacher Conferences and holds Local Control and Accountability Plan meetings as methods to inform all stakeholders on the Charter School's performance. Parents are able to participate and provide input in the Charter School's educational program. Hawking STEAM Charter School uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

The Principals present at each governing board meeting on enrollment, attendance, student achievement, professional development, and issues pertaining to the Charter School.

GRADING, PROGRESS REPORTING, & PROMOTION/RETENTION
The Charter School will send home report cards each trimester, which outline students' grades per the CCSS. The Charter School utilizes Infinite Campus as its Student Information System, to upload student progress throughout the year and a print out is provided to parents as well as filed in each student's cumulative record. Progress is tracked through monthly benchmarks (formative and summative assessments) and teachers are responsible for communicating students' progress to families.

Hawking STEAM Charter School provides students with opportunities to demonstrate their knowledge of each standard through various modalities. Students will earn participation grades for being engaged in class activities and discussions. Classwork and quizzes allow students to strengthen their learning through group and individual activities. Each grade level will participate in Expos, which act as summative assessments and allow students to show creativity through different mediums, such as presentations, debates, brochures, movies, etc. Through the different types of assignments, students will demonstrate the knowledge and skills required by the CCSS and have the opportunity to show their strengths in diverse ways.

Grade Scales for Middle School and High School.
A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 59% and below

RETENTION POLICY
To ensure that student's progress through each grade level, as required by The Board, the schools shall adopt the following policy and practices. A student should demonstrate academic growth and understanding of the material in order to advance to the next grade level. The decision to promote or retain shall be primarily based on performance on the

CCSS (Common Core State Standards). Retention can be considered for a student in any grade K-6 if the student has not met the criteria to advance to the next grade level.

RETENTION POLICY: KINDERGARTEN

Kindergarten students who have completed one year in kindergarten shall be promoted to the first grade unless the parent/guardian and school administrator or designee agree that the student shall continue in kindergarten for no more than one additional year if he/she performs below grade level standards, receives a failing grade in Mathematics and English Language Arts, or has been deemed to benefit from another year in kindergarten based on their maturity/developmental needs.

RETENTION POLICY: GRADES 1-6

If a student is identified as performing below the minimum core standards, the student will be retained in his/her current grade level unless the student's regular classroom teacher and SST team determines that retention is not the appropriate intervention for the student's academic deficiencies. The determination shall state the specific reason why retention is not appropriate and should include additional recommendations of interventions that the teacher believes are necessary to help the student thrive and reach acceptable academic levels. Appeals will be heard at the school level by the Principals (or designee). The burden of proof lies within the appealing party.

Hawking STEAM Charter Schools will identify students who are at risk for possible retention based on grades and other academic indicators such as report cards, CCSS (Common Core State Standards), Standardized Test Scores, and social and emotional maturation.

Grade 1st through 3rd: Students should be identified as candidates for retention primarily on the basis of their level of proficiency in reading.

Grade 4th through 6th: Students should be identified as candidates for retention on the basis of their proficiency in reading, mathematics, and English language arts.

Special consideration will be given to students with an IEP and to students with limited English proficiency. In this case students with limited English proficiency will be assessed in their primary language.

Procedures for Retention:

1. Notification:

   When a student is identified as being at risk of retention, the teacher and/or the SST will notify the parent/guardian as early in the school year as practicable. Letters will be mailed out no later than (60 school days after the beginning of the year) for students who are at risk of being retained. The parent/guardian shall be given the opportunity to consult with teacher(s) responsible for the decision to promote or retain the student.

If the student does not have a single classroom teacher, the Principals or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. The Principals or designee shall provide a copy of the school's retention policy at the time that the parent/guardian is notified that their student is at risk for retention.

a. Parent Notification- When a student is identified as a potential candidate for retention based on academic performance, an SST meeting will be scheduled prior to the first grading period and further data collecting will begin to further assess the student's needs. As previously stated, the student's performance will be based on multiple measures with an emphasis on reading and math.

2. Assessments and Interventions:
    a. Student Response to intervention (RtI) – A student's Response to Intervention plan will be developed for at risk students to monitor their performance during the school year. The student's performance given these intervention(s) will be evaluated and further changes will be made to assist the student.
    b. If the teacher's recommendation to promote or retain is contingent upon the student's participation in intervention(s) such as:
        1) Before, During, and After School Intervention/Tutorials
        2) Reading and/or Math Intervention/Tutorials
        3) Classroom Interventions/Modified Instruction
        4) Accommodations

        The student's academic performance will be reevaluated at the end of the remediation process and a reassessment will be done. The decision to promote or retain the student shall be reevaluated at this time. The final decision to promote or retain will be discussed with the parent/guardian, teacher, Principal (or designee).

3. Decision:

By the end of the second grading period, the Principal (or designee), teacher, and other resource personnel, as applicable, will review the results of the intervention plan through an SST meeting and will arrive at a consensus and determine the placement of the student for the following school year. The final decision to promote or retain the student will be made before the school year ends, or when intervention(s) have come to a close. The ultimate decision to promote or retain the student will be made by the Principal, except in the case of a kindergarten student whose parent/guardian along with Principal or authorized designee must mutually agree that the student should remain in kindergarten.

The teacher(s) evaluations shall be provided to and discussed with the student's parent/guardian, the Principal or designee before the final decision is made to retain the student.

In all circumstances, a final SST meeting will be held to summarize all actions taken by the school and documentation will be filed in the student's cumulative record.

4. Appeal Process:

The Principal's final decision to retain or promote a student may be appealed consistent with educational codes, administrative regulations, and board policy.
The burden shall be on the appealing party to show why the decision of the teacher should be overruled.

To appeal the retention of a student's, a written request shall be made by the appealing party to the guidance advisor specifically stating the reasons why the decision should be overturned. The appeal must be made 10 school days after the decision to retain was made, but prior to the end of the school year. The appealing party then must carry the burden to provide proof on why the decision should be overturned.

It will be the majority vote of the SST and Principal (or designee) to make the ultimate decision on whether the decision shall remain as is, or if it will be overturned.

The decision of the Principal shall be final.

MIDDLE SCHOOL PROMOTION & RETENTION

The formal preparation for students to be career and college ready begins in middle school, as it is foundational to success with the UC A-G curriculum in high school. To ensure Hawking STEAM Charter School students are on track and prepared to succeed in high school and beyond, promotion and retention standards have been developed. Students must meet or exceed the criteria outlined below in order to advance to the next grade.

PROMOTION

To culminate from middle school, students will be expected to achieve proficient levels of English Language Arts and Math comprehension; a smaller subset of special needs or advanced learning students asked to reach personalized learning goals. Additionally, eighth grade students will showcase their best portfolio work from the previous three years as proof of their readiness for high school.

The Advisory Period will be utilized to ensure that students are making progress in meeting all graduation requirements. Upon culmination, students will establish college and career expectations in collaboration with their families, which they will work toward in high school and beyond. A network of services and resources will be made available to them, empowering them to advocate on behalf of their own education.

RETENTION

Hawking STEAM Charter School will utilize a robust, tiered intervention model to identify and address the needs of at risk students early in the school year, in order to avoid retention. The following supports are envisioned to assist students in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction
- Supplemental academic support programs, such as before or after school to give students additional academic support
- Technology-based intervention and credit-recovery

Parents will be notified of academic concerns throughout the school year, particularly when a student is at-risk of not meeting grade level standards for promotion. Concerns will be communicated through parent-teacher conferences, progress reports and official correspondence. If retention is a consideration, school administrators will conduct individual meetings with the parents to discuss the rationale and recommendation for retention, and to seek parental support. Retention decisions are ultimately up to the parent, though; their consent must be given before a student will be held back.

ELEMENT 4: GOVERNANCE

Governing Law: *The governance structure of the charter school including, but not limited to, process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

GOVERNANCE STRUCTURE

Both Hawking Schools have been governed by a single board since each of their inceptions. The intent is to continue this governing structure for the remainder of the charter term. Meetings are currently announced according to the Brown Act and held once a month at one site for the first half of the year and on the second site for the second half of the year. Because of the proximity of location of each site to each other, this has served well for all stakeholders involved, including board members. At this time and until a revision is needed, the campuses will continue to exist in two separate facilities.

NON-PROFIT PUBLIC BENEFIT CORPORATION

The Charter School will be a directly funded independent charter school and will be operated by Hawking STEAM Charter Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, in the Appendix, please find the Charter School Articles of Incorporation (Appendix B), Bylaws (Appendix C), and Conflict of Interest Code (Appendix F).

BOARD OF TRUSTEES

The Charter School will be governed by the Hawking STEAM Charter Schools corporate Board of Trustees ("Board" or "Board of Trustees") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than seven (7) Trustees. All Trustee positions shall be filled in accordance with the process described in the Bylaws. The Board is currently recruiting an additional Board member to ensure that it is operating in compliance with its charter and Bylaws.

Except for the initial Board of Trustees, each community representative Trustee shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor Trustee has been appointed or elected as required by the position as described in the Bylaws. Each parent representative Trustee shall hold office unless otherwise removed from office in accordance with the Bylaws for one (1) year and until a successor Trustee has been appointed or elected as required by the position as described in the Bylaws.

The term of each Trustee shall continue for three years, except the term of any Trustee who is the parent representative shall be one year.

The Board shall include two parent representative (one from each site) Trustees who are elected, in accordance with the Bylaws, by parents/guardians of students who are currently enrolled in the Charter School,. Other Trustees will be community representatives. Board members shall have experience in one or more of the following areas: legal, business, engineering, STEAM, and fundraising expertise. The Executive Director and the Principals shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Trustees. If the District chooses to do so, the Charter School may appoint an additional community member to ensure that the Board is maintained with an odd number of Trustees.

BOARD MEETINGS AND DUTIES

The Board of Trustees of the Charter School will meet regularly and in accordance with the Brown Act. The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principals and Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;

- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix F. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval. The Charter School will comply with Government Code Section 1090.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Trustees will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

EXECUTIVE DIRECTOR

The Executive Director reports to the Board of Trustees, and is responsible for the overall operations of the school, collaborating with the Principals at each school site. The

Executive Director is responsible for the successful leadership and management of the organization according to the strategic direction set by the Board of Trustees. The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, and securing the school's long-term sustainability.
Responsibilities include:

Communications:

- Oversee the school's website, listserv and other means of communication with parents, teachers, volunteers and community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise
- Assist school Principals in coordinating parent education workshops, school-wide meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

Finances:

- Develop appropriate budget projections, in collaboration with back office service provider
- Work with the Board of Trustees on fundraising
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of the back office staff
- Develop partnerships with community based organizations that support the school's mission and provides services for the school

Facilities:

- Pursue appropriate facilities for the school; oversee relevant planning, construction and other activities to obtain CUP for the school sites (if needed) and occupancies, and secure permanent site(s) for the school.
- Secure furnishings, materials supplies and equipment for school operations

Outreach:

- Develop and maintain effective relationships with the SUHSD, and oversee all aspects of charter renewal, review and compliance
- Oversee the WASC Accreditation process and any related activities
- Represent the school as a leader in the California Charter school community in all advocacy efforts
- Conduct outreach and serve as a liaison with local leadership, school faculty, staff, students, parents, community members, partners businesses and organizations as well as community leaders to maintain support from the local community.
- Assist school Principals as requested in coordinating parent involvement and volunteering

Planning & Operations

- Collaborate with the Board of Trustees and publicize all board meetings, prepare agendas, school reports and attend all regularly scheduled board meetings
- Facilitate strategic planning with the Board of Trustees
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close those gaps
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations and donor restrictions
- Recruit, develop, evaluate, retain (and as needed, discipline, and terminate (high performing individuals who are passionate about the school and its mission
- Recruit, hire (in collaboration with the Board), supervise and evaluate the school's Principals
- Collaborate with Principals in to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Principals with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Comprehensive School Safety Plan, Parent/Student Handbook, and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school's safety plan
- Ensure all formal evaluation are conducted at least once annually

PRINCIPALS

Under the supervision of the Executive Director, the Principals serve as the educational and instructional leaders of the Charter School, and collaborate with the Executive Director on school operations and management. One Principal will be assigned to each campus. The responsibilities include:

Educational Leadership:

- Recruit, hire, train and supervise talented instructional staff in implementing best practices consistent with Hawking's educational philosophies;
- Provide hands-on guidance to teachers as they create and implement a project-based STEAM curriculum;
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;

- Oversee teacher professional development via both in-house training sessions visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Implement the evaluation process for all instructional staff and ensure that formal evaluations are conducted at least annually;
- Create and oversee the school's policies and programs related to English Learners, Special Education, high achieving students and other subgroups;
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;
- Promote the school mission and vision throughout the school community;

Communication and Outreach:

- Lead the School Site Council; and English Language Advisory Council (ELAC)
- Schedule and participate in parent meetings, school-wide meetings designed to communicate the school's mission, vision, educational programs, provide updates and progress on school programs including the Local Control & Accountability Plan (LCAP), and other areas of interest.
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with Executive Director in providing regular communications to families via email, the school's website, letters home, and other avenues;

School Management:

- Oversee the day-to-day management of the school with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the Executive Director and the Board of Trustees in the strategic planning for the growth of the school
- Attend all regularly scheduled Board meetings and provide key updates and reports on school activities;
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.

ASSOCIATE PRINCIPALS

Under the supervision of the Principals, the Associate Principals serve as support for the educational and instructional leaders of the Charter School, and collaborate with the Principal and Executive Director on school operations and management. One Associate Principal will be assigned to each campus. The responsibilities are very similar to those of a principal but are more supportive in nature and include:

Educational Leadership:

- Assist Principal in the Recruitment, hiring, training and supervision of talented instructional staff in implementing best practices consistent with Hawking's educational philosophies;
- Provide hands-on guidance to teachers as they create and implement a project-based STEAM curriculum;
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
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- Oversee and assist teachers with behavior management, including handling student suspension, expulsion and other disciplinary issues as needed;
- Promote the school mission and vision throughout the school community;

Communication and Outreach:

- Assist Principal in Leading the School Site Council; and English Language Advisory Council (ELAC)
- Assist the Principal with the scheduling and participation in parent meetings, school-wide meetings designed to communicate the school's mission, vision, educational programs, provide updates and progress on school programs including the Local Control & Accountability Plan (LCAP), and other areas of interest.
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members;
- Collaborate with Principal in providing regular communications to families via email, the school's website, letters home, and other avenues;

School Management:

- Assist the Principal with the oversight of the day-to-day management of the school with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the Principal, Executive Director and the Board of Trustees in the strategic planning for the growth of the school
- Assist Principal with budgets, charter renewal, outreach, partnerships and other duties as required.

PARENT INVOLVEMENT IN DECISION-MAKING

Hawking values the participation of parents in the programs and activities at the school. Along with our committed Board, Hawking believes families play a key role in the education of their children. Our Charter School utilizes family involvement to forge parent partnerships with the school through the creation of the School Site Council (SSC), comprised of the school Principals, teachers, staff and parents.

SCHOOL SITE COUNCIL

Hawking STEAM Charter School will comply with Title I requirements for charter schools with a School Site Council (SSC). School Site Council meetings will take place during the school year. The SSC will address the needs of each site.

Over the course of the year, the SSC will consider the goals of the Charter School and then works with the Principals and teachers to evaluate the school's progress toward those goals. In their evaluation the council reviews school data relevant to those goals including the Local Control and Accountability Plan (LCAP). School site council members do not represent their own interests. They have an obligation to make decisions that will best serve the whole school community.

Composition of the SSC is specified in the California *EC* Section 52852 as follows:

- The SSC shall be composed of the Principals and representatives of teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;[3] parents of students attending the school selected by such parents; and in secondary schools, students selected by students attending the school.

- At the elementary level, the SSC shall be constituted to ensure parity between (a) the Principals, classroom teachers, and other school personnel; and (b) parents; or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a SSC that is composed of equal numbers of school staff and parents or other community members selected by parents.

- At the secondary level, the SSC shall be constituted to ensure parity between (a) the Principals, classroom teachers, and other school personnel, and (b) equal numbers of parents.

ENGLISH LANGUAGE ADVISORY COUNCIL (ELAC)

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The responsibilities of

[3] For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

the ELAC are to advise the Principals and staff in the development of the Single Plan for Student Achievement and Local Control and Accountability Plan (LCAP). Hawking STEAM Charter School has not applied for Title III funding to date.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. – California Education Code Section 47605(b)(5)(E).

Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, as required by California or federal law. Hawking follows legal requirement that all charter school teachers shall hold a Commission on teacher Credentialing certificate, permit, or other document equivalent as required. The school affirms that it maintains copies of all teacher credentials readily available for inspection and procedure for monitoring credentials. The school will also comply with Every Student Succeeds Act (ESSA) requirements for teachers and paraprofessionals.

EMPLOYEE POSITIONS & QUALIFICATIONS

Hawking STEAM Charter School believes that all of its employees play a key role in creating a successful learning environment. Our school recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The school will maintain a professional staff that share in the educational philosophy of the school and are committed to the education of all children. In cases where the school brings STEAM professionals as resident teachers, they are required to go through all background check and immunization requirements that teachers must follow.

The recruitment process includes posting job descriptions at local community organizations, job fairs, University job sites, ED-Join, posting jobs at teacher credentialing program sites, and advertise in the community and regional newspapers.

All employees must furnish or be able to provide:

- Medical clearance that demonstrates proof of a medical exam for tuberculosis (TB).
- Fingerprinting and LiveScan from the Department of Justice for criminal background check.

Applicants are required to provide a full disclosure statement regarding prior criminal record:

- Documents establishing legal status
- Annually complete mandated reporting training on child abuse awareness.

The following are the employee qualifications for key employees at Hawking STEAM Charter School. Our employees will meet specific qualifications for employment as outlined in their formal job descriptions; and qualifications shall be sufficient to ensure the health and safety of the school's faculty, staff, and students. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students.

EXECUTIVE DIRECTOR

The Executive Director reports to the Board of Trustees, and is responsible for the overall operations of the school, collaborating with the Principals at each school site. The Executive Director is responsible for the successful leadership and management of the organization according to the strategic direction set by the Board of Trustees. The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, and securing the school's long-term sustainability.
Responsibilities include:

Communications:

- Oversee the school's website, listserv and other means of communication with parents, teachers, volunteers and community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise
- Assist school Principals in coordinating parent education workshops, schoolwide meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

Finances:

- Develop appropriate budget projections, in collaboration with back office service provider
- Work with the Board of Trustees on fundraising
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of the back office staff
- Develop partnerships with community based organizations that support the school's mission and provides services for the school

Facilities:

- Pursue appropriate facilities for the school; oversee relevant planning, construction and other activities to obtain CUP for the school sites (if needed) and occupancies, and secure permanent site(s) for the school.
- Secure furnishings, materials supplies and equipment for school operations

Outreach:

- Develop and maintain effective relationships with the SUHSD, and oversee all aspects of charter renewal, review and compliance
- Oversee the WASC Accreditation process and any related activities
- Represent the school as a leader in the California Charter school community in all advocacy efforts
- Conduct outreach and serve as a liaison with local leadership, school faculty, staff, students, parents, community members, partners businesses and organizations as well as community leaders to maintain support from the local community.

- Assist school Principals as requested in coordinating parent involvement and volunteering

Planning & Operations

- Collaborate with the Board of Trustees and publicize all board meetings, prepare agendas, school reports and attend all regularly scheduled board meetings
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- Recruit, hire (in collaboration with the Board), supervise and evaluate the school's Principals
- Collaborate with Principals in to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Principals with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Comprehensive School Safety Plan, Parent/Student Handbook, and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school's safety plan
- Ensure all formal evaluation are conducted at least once annually

Qualifications are as follows:
Candidate must have extensive experience as an educator. In addition the candidate must have experience with budgeting, government relations, communications, marketing, and non-profit management. S/he will be an effective communicator among all stakeholders (board, faculty, staff, parents, students, community members) and be able to inspire excellence amongst all staff. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multi-task and be able to handle a diverse array of responsibilities is essential, including numerous details with the ability to shift to the big picture, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for the school's mission and vision, knowledge of the California Education Code, knowledge of interacting with SUHSD, government, and non-profit funding environment would be valuable in this position. The Executive Director must see building and maintaining

relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative; and a Master's Degree in a relevant field is preferred.

PRINCIPALS

Under the supervision of the Executive Director, the Principals serve as the educational and instructional leaders of the Charter School, and collaborate with the Executive Director on school operations and management. The responsibilities include:

Educational Leadership:

- Recruit, hire, train and supervise talented instructional staff in implementing best practices consistent with Hawking 's educational philosophies;
- Provide hands-on guidance to teachers as they create and implement a project-based STEAM curriculum;
- Provide hands-on guidance to teachers in the development of multiple assessments;
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis and utilization of this data in relation to specific students, teachers and curricula;
- Oversee teacher professional development via both in-house training sessions visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library);
- Implement the evaluation process for all instructional staff and ensure that formal evaluations are conducted at least annually;
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Communication and Outreach:

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- Collaborate with Executive Director in providing regular communications to families via email, the school's website, letters home, and other avenues;

School Management:

- Oversee the day-to-day management of the school with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the Executive Director and the Board of Trustees in the strategic planning for the growth of the school
- Attend all regularly scheduled Board meetings and provide key updates and reports on school activities;
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required.

Qualifications are as follows:

- Bachelor's Degree required
- Administrators Service Credential or related master's Degree preferred
- Charter school administrative and/or teaching experience preferred
- Demonstrate excellent leadership and organizational skills and the ability to motivate people. Demonstrate excellent integrity and good moral character and initiative.
- At least three years of teaching experience in urban areas with marked success and quantifiable and objective student performance gains.
- Proven ability to work collaboratively with diverse team of teachers.
- Exceptional organizational, communication, public relations and interpersonal skills
- Knowledge of education law, finance and curriculum
- Analytical problem-solver and solutions oriented strategic thinker who overcomes difficult organizational challenges.
- Bilingual (English/Spanish) highly desirable

ASSOCIATE PRINCIPALS

Under the supervision of the Principals, the Associate Principals serve as support for the educational and instructional leaders of the Charter School, and collaborate with the Principal and Executive Director on school operations and management. One Associate Principal will be assigned to each campus. The responsibilities are very similar to those of a principal but are more supportive in nature and include:

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School Management:

- Assist the Principal with the oversight of the day-to-day management of the school with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff;
- Work with the Principal, Executive Director and the Board of Trustees in the strategic planning for the growth of the school
- Assist Principal with budgets, charter renewal, outreach, partnerships and other duties as required.

Qualifications are as follows:

- Bachelor's Degree required
- Administrators Service Credential or related master's Degree preferred
- Charter school administrative and/or teaching experience preferred
- Demonstrate excellent leadership and organizational skills and the ability to motivate people. Demonstrate excellent integrity and good moral character and initiative.

- At least three years of teaching experience in urban areas with marked success and quantifiable and objective student performance gains.
- Proven ability to work collaboratively with diverse team of teachers.
- Exceptional organizational, communication, public relations and interpersonal skills
- Knowledge of education law, finance and curriculum
- Analytical problem-solver and solutions oriented strategic thinker who overcomes difficult organizational challenges.
- Bilingual (English/Spanish) highly desirable

HUMAN RESOURCES MANAGER

Under the general direction of the Executive Director and Principals, the Human Resources Manager guides and manages the overall provision of Human resources services, policies and procedures. The Human Resources manager ensures compliance with applicable employment laws and regulations; ensures all teaching staff have appropriate credentials, certifications; and all employees have undergone live scans, TB testing and CPR certified; and maintains updated documentation of personnel files and requirements. The Human Resources Manager will collaborate with the Executive Director and Principals and attend recruiting events, conferences and key job fairs. The Human Resources Manager will screen employment applications, refer qualified candidate to open positions; contacts applicants for paraprofessional substitute positions; administer employee-benefit programs, answer employee questions, support claim resolution and maintain related systems.

Compliance:

- Ensure Hawking Charter School's compliance with federal, state, charter and workplace regulations

Qualifications are as follows:

- Minimum: AA/AS degree; BA/BS degree preferred
- 3 years minimum experience in Human Resources at a school district or charter school
- SPHR or PHR certification preferred.
- General knowledge of the principles and practices of personnel administration; ability establish and maintain effective relationships with peers and employees; ability to present information and make recommendations effectively in oral and written form.
- Excellent problem-solving skills, ability to handle multiple tasks and well organized.
- Valid California Driver's License and safe driving record.

ESSA REQUIREMENTS – APPROPRIATELY CREDENTIALED TEACHERS
Hawking STEAM Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA), also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Hawking STEAM Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Hawking STEAM Charter School teachers will meet all requirements for employment set forth in Education Code Section 47605(l), including holding a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. Hawking STEAM Charter School recognizes it is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses. Teachers shall also meet the requirements of Board-adopted personnel policies for the hiring of appropriately skilled educators that are committed to education and the mission of the Charter School.

Responsibilities include:

- Exhibit critical thinking and communication skills, effective teaching strategies, and subject matter expertise STEAM Project-based curriculum and implementation of student-centered lessons that incorporate the school's definition of an educated person project-based learning
- Assessing student progress and differentiating instruction
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance. Teachers will have an on-site commitment of 8:00 to 4:00 each day, to allow for collaborative planning time, tutoring students and other duties that may be assigned.

Qualifications are as follows:
Although teachers are expected to have additional qualifications, the minimum criteria for consideration include: B.A. or its equivalent in subject area commonly taught in a public school, a California State credential, or out-of-state credential approved by the State of California's Commission on Teacher Credentialing. Teachers who earned their credentials before Cross-cultural, Language, and Academic Development ("CLAD") was embedded, must have received their CLAD certification. Teachers without credentials are eligible to teach noncore, non-college preparatory courses and must meet the criteria set forth by the California Commission on Teacher Credentialing. Hawking STEAM Charter School also will actively seek to recruit and hire teachers

who possess a Bilingual Cross-cultural, Language, and Academic Development (BCLAD) certificate (or equivalent). The ideal teaching candidate will have:

- 2+ years' experience teaching K-10 students
- Experience at a high performing school
- Enthusiasm for the school's values, mission and educational philosophy
- Proven commitment to project-based learning, STEAM integration, multiple assessments

INSTRUCTIONAL COACH

The Instructional Coach, having both content and instructional expertise, will assist teachers, in literacy and math; and work directly with teachers one-on-one and in group professional learning that will expand and refine the understanding about researched based effective instruction for teachers. In order to meet this purpose, the Instructional Coach will provide personalized, 1:1 support based on the goals and identified needs of individual teachers.

Responsibilities include:

- Support the mission and vision of Stephen Hawking Charter School;
- Facilitate the intellectual and professional development of teachers with a focus on improving student achievement;
- Collaborate with Principals in creating positive relationships with teachers and administrators;
- Communicate and demonstrate researched-based instructional practices that result in increased student performance;
- Provide organized, individual and/or group learning opportunities for teachers as needed;
- Provide professional development and support in analyzing student assessment data; and with instructional decisions based on assessment findings;
- Provide support for classroom motivation and management strategies;
- Assist teachers in creating materials that are in alignment with curriculum; and provide instructional and curricular resources;
- Model effective, differentiated instruction when requested;
- Provide encouragement and emotional support to teachers;
- Participate fully in professional development for coaches, including peer observations, professional research and reading, and inquiry session;
- Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments;
- All other duties as assigned by Principals and Executive Director including supervision of students and providing coverage in the absence of a teacher as deemed necessary

Qualifications are as follows:

- Bachelor's degree required; Master's Degree preferred
- Minimum of five years of successful teaching experience; six years preferred.

- Current California Teaching Credential.
- Demonstrated knowledge of the Common Core State standards.
- Deep knowledge of and experience in: a) Instructional strategies b) Conditions of Learning c) Assessment driven instruction (teaching/learning process)
- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- Ability to design and deliver quality professional development for administrators and teachers;
- Extensive knowledge of reading, writing, literacy development, and/or math

ADMINISTRATIVE ASSISTANT

The administrative assistant performs a broad array of skilled clerical, secretarial and administrative tasks and is under the direction of the Principals. S/he assists the Principals in providing a variety of services to staff, students, and parents. The Administrative Assistant will assist the Principals with ordering of supplies; maintaining proper documentation, forms, reimbursement, bank deposits; account reconciliation and entre invoices in SpendBridge and myExED. S/he will perform data entry on the school's Student Information System, CALPADS, and any other relevant database/web-based resource. The Administrative Assistant will compose correspondence, memos, schedules, and oral instructions from the Principals. S/he will maintain confidentiality with all student records.

Qualifications are as follows:

- AA/AS degree; Bachelor's Degree preferred;
- Experience in working at a Charter/Traditional Public School
- Bilingual (English/Spanish) fluency (written, oral, speaking) preferred;
- Will uphold the school's mission and vision;
- Be able to communicate effectively with stakeholders (Governing Board, Administration, faculty, staff, students, parents, etc.)
- Experienced in Microsoft Word, Excel, PowerPoint

GUIDANCE ADVISOR/COUNSELOR

Promote student development and achievement in addition to advocating and leading in advancing the concerns of students while representing the mission and vision of Hawking Charter School. Facilitate transitions and counsel students toward the realization of their full potential. The Counselor will collaborate with the Executive Director and Principals and develop, collect, analyze and interpret data to determine student's best educational options and support a cycle of continuous improvement. Provide students with UC A-G planning (in 8th grade); promote college planning and college visits. Provide workshops for parents and students on College and Career Readiness. Recognize, appreciate, and serve cultural differences and the special needs of students and families. The counselor work closely with classroom teachers in planning and implementing group guidance

sessions based on the developmental needs of all students. In addition, s/he will advise students with learning, physical, social, and emotional problems, through conferences held with students on the basis of teacher, parent, Principals, or self-referral.

The counselor must demonstrate appropriate ethical behavior and professional conduct in the fulfillment of the role and responsibilities to promote a culture of growth and collaboration. The Counselor will collaborate with the Principals and Executive Director in establishing the school's mission and providing leadership for the ultimate academic success of the school. Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.

Qualifications are as follows:

- Have two years of educational or work related experience, preferable.
- Demonstration of exemplary counseling and communication skills
- Have a MA/MS in counseling or Social Work; and PPS highly desired.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

CUSTODIAN OF RECORD

The Human Resources Manager serves as the Custodian of Records for the Charter School.

STUDENT HEALTH & WELLNESS

In order to provide safety for all students and staff, Hawking STEAM Charter School implements full health and safety procedures and risk management policies at our school sites in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student and staff handbooks and are reviewed on an ongoing basis by the Executive Director, Principals and Board of Trustees. The Charter School ensures that staff is trained annually on the health and safety policies. A complete copy of such policies is available upon request.

The following is a summary of the health and safety policies at Hawking STEAM Charter School:

PROCEDURE FOR CAMPUS VISITORS

No outsider shall enter or remain on the Charter School's grounds during school hours without having registered with the Principal or designee, except to proceed expeditiously to the office of the Principal or designee for the purpose of registering.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of Hawking STEAM Charter School are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principals of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Trustees on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principals. All volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall

provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION
Employees and volunteers who have frequent and prolonged contact with students are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATIONS
All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

MEDICATION IN SCHOOL
Hawking STEAM Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

VISION, HEARING & SCOLIOSIS
Students are screened for vision, hearing and scoliosis by the nurse contracted by the Charter School. Hawking STEAM Charter School adheres to Education Code Section 49450, *et seq*., as applicable to the grade levels served by the Charter School.

DIABETES
The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes.
2. A description of the risk factors and warning signs associated with type-2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type-2 diabetes.
5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

Before it begins to serve students in the 7th grade and higher, the Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

EMERGENCY PREPAREDNESS
Hawking STEAM Charter School adheres to our charter school's Comprehensive Safety Plan (Appendix K) drafted specifically to meet the needs of the school sites in conjunction

with law enforcement and the Fire Marshall. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

BLOOD BORNE PATHOGENS
Hawking STEAM Charter School meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written plan in our School Safety Plan (Appendix K) to address infectious control to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG-FREE, ALCOHOL-FREE, SMOKE-FREE ENVIRONMENT
Hawking STEAM Charter School functions as a drug-, alcohol-, and smoke-free environment.

FACILITY SAFETY
Hawking STEAM Charter School complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001.

COMPREHENSIVE DISCRIMINATION & HARASSMENT POLICIES & PROCEDURES
Hawking STEAM Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Hawking STEAM Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Hawking STEAM Charter School discrimination and harassment policies.

ELEMENT 7: RACIAL & ETHNIC BALANCE

Governing Law: *The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. – California Education Code Section 47605(b)(5)(G)*

Hawking STEAM Charter School strives to achieve a racial and ethnic balance amongst its student body that is reflective of the community it serves within the territorial jurisdiction of the District. The Charter School does not discriminate against any pupil on the basis of actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

RECRUITMENT METHODS

Hawking STEAM Charter School strives to achieve a racial and ethnic balance amongst its student body that is reflective of the community it serves within the territorial jurisdiction of the District. An outreach plan will be developed and updated annually, including marketing materials to be mailed to homes in the targeted community, in addition to onsite presentations, school tours; and flyer distribution at community meetings and events. The following is the means by which the Charter School will accomplish this goal:

1. Hawking STEAM Charter School will host informational meetings at local community centers to inform the community about the school.
2. Hawking STEAM Charter School will partner with community-based organizations such as military recruiting offices, to meet recruitment goals.
3. Hawking STEAM Charter School will advertise in the local newspaper, local radio, and social media.
4. Hawking STEAM Charter School will provide translated informative materials.
5. Hawking STEAM Charter School will provide an open enrolment period of at least 30 days.

TARGETED OUTREACH

Based on the neighborhood demographics in Chula Vista and San Diego, our school is confident that our outreach efforts will meet the District's goals for establishing a diverse enrollment in the school. As a result of serving a high population of Spanish speakers in this area, outreach efforts are conducted in both English and Spanish.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). – California Education Code Section 47605(b)(5)(H)

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

PUBLIC RANDOM DRAWING

Hawking STEAM Charter School is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. In accordance with applicable law and federal guidance, the following groups of students are exempted from the lottery:

- Students who are currently enrolled[4]

The following groups of students will be given preference:

[4] For the purpose of admission to attend the Charter School during the 2018-19 year only, students currently attending Hawking II Science, Technology, Engineering, Art and Math Charter are deemed to be currently enrolled in Hawking Charter School, such that their continued admission, if desired, is guaranteed.

- Siblings of students admitted to or attending the Charter School
- Students residing in the District
- Children of current staff members

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year; and siblings of admitted students.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. The waitlist for the current school year remains active until the admission period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year. In no circumstance will a waiting list carry over to the following school year.

In addition, the Charter School shall comply with the Admissions and Enrollment Policy adopted by the Board of Trustees, which currently reads as follows:

ADMISSIONS AND ENROLLMENT POLICY

Hawking STEAM Charter Schools ("Hawking") operates free public schools that are open to all California residents. Hawking does not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability of students, parents or guardians, or any characteristic listed in Education Code Section 220, including immigration status.

The goal of this policy is to attract, enroll and retain at our school the broadest spectrum of students and families who represent the rich diversity existing in the Chula Vista Elementary and Sweetwater Union High School Districts and surrounding communities.

Enrollment Process

Hawking advertises an open enrollment period within the school community so all interested families may have an equal opportunity to apply for admission. In addition, Hawking is a school of choice that requires continuing students to affirmatively re-enroll each year. Hawking will prominently publish in its Parent-Student Handbook the steps for continuing students to re-enroll in the school for the following school year. The deadlines for submitting prospective student applications and returning student registrations will be clearly stated on the relevant forms and in the handbook.

The enrollment process is as follows (not necessarily in the exact order):

- The school solicits from current students their intention to return the following year by sending home Intent to Re-enroll forms. School staff may follow-up with the parents/ guardians of students who do not return completed forms by the stated deadline. The forms are collected annually in October/November to determine the number of returning students at each grade level, and to request school facilities for the following school year.
- The school determines its projected capacity and number of openings at each grade level based on several factors, such as facility constraints, enrollment capacity and targets per grade level, and student-to-teacher ratios.
- The school actively recruits prospective students throughout the community. Prospective students are asked to submit an application by the stated deadline.
- The school holds a random public drawing for new student enrollment, if necessary.
- The school notifies the parents/guardians of applicants who are accepted and rejected. Non-accepted students will be placed on the waitlist in the order by which they are drawn from the random public drawing. Students who complete the application process after the stated deadline will be added to the next lottery pool if a waitlist already exists.
- The school sends registration packets home with current students along with instructions to complete online registration. If a current student does not register by

the stated deadline, school staff will notify the parent/guardian by certified mail that the student will not be re-enrolled at the school for the following year. Registration must be completed annually in April/May to finalize the number of returning students at each grade level, and to determine how many new students to enroll.

Admissions Requirements and Preferences

Admissions requirements and preferences are described in the school's charter. If the number of students who wish to attend the school exceeds the school's capacity, attendance (except for existing students at the school) is determined by a public random drawing according to the preferences stated in each school's charter.

Students currently attending Hawking are encouraged to re-enroll each year, and are guaranteed placement for the following school year by timely submitting the Intent to Re-enroll form and registration packet and online registration by the stated deadlines. School staff will take steps to remind students who wish to continue attending the school of the re-enrollment process. For example, the school will notify by certified mail the parents/ guardians of current students who fail to submit the registration packet and online registration by the April/ May deadline, and will ask such parents/ guardians to indicate whether the student intends to return the following year. Failure to complete the re-enrollment process and to respond to this notice will be deemed as the intent to enroll the student at another school next year.

Public Random Drawing

A public random drawing ("lottery") is the selection process by which applicants are admitted to Hawking in the event the Charter School receives more applications for admission than it has space available. The school conducts its own lottery for admission for the following academic year. In order to be part of the lottery, parents/ guardians must complete the school's application in full and submit it by the stated deadline. During the lottery, the pool of applicants will be randomized and any preferences assigned to each applicant as stated in the school's charter will be taken into consideration. The lottery will also factor in a family's preferred campus. Applicants are admitted to the school in the order determined by the lottery until all available spaces are filled. Applicants who are not selected for admission will be placed on a wait list according to the order determined by the lottery.

Waitlist

Hawking will maintain a waitlist. An applicant may remain on the waitlist for the school year to which they applied until the end of that school year. Once on the waitlist, an applicant remains in that position until he/she is offered a spot in the school or expresses no further interest. Applicants are contacted in the order of the waitlist. If applicants from the waitlist are offered a position, they must accept that position within the deadline stated by the school. If the applicant declines admission or fails to respond, they may be

removed from the waitlist or placed at the bottom of the waitlist. Waitlists are not maintained year over year for admissions purposes. For admission to subsequent school years, applicants on the waitlist must reapply.

Adopted: November 2, 2017

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. — California Education Code Section 47605(b)(5)(I)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director and Principals, will review any audit exceptions or deficiencies and report to the Charter School Board of Trustees with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). — California Education Code Section 47605(b)(5)(J)

Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Students with disabilities are subject to the same suspension rules as nondisabled students, except that suspensions of students with disabilities cannot exceed 10 consecutive days (10 days in a row) without a manifestation determination. A teacher may suspend a student for up to two days. A principal may suspend a student for up to five days.

A student cannot be suspended for more than 10 consecutive school days or expelled from school for misconduct that is a manifestation of their disability [20 U.S.C. Sec. 1415(k)(1)(C).] Suspensions for more than 10 consecutive school days and expulsions are considered "changes of placement," and the Charter School cannot change a student's

placement without parent consent, or without a manifestation determination meeting, except for certain behaviors listed below. Only the IEP team can authorize a change of placement. If the behavior in question was a manifestation of the student's disability, no disciplinary action can result. If the behavior is not a manifestation of the student's disability, the student's suspension can continue, but the Charter School must continue to provide his or her special education services.

A student may be placed in an interim alternative educational setting if the Charter School claims he or she has done any of the following:

(1) Carried or possessed a weapon to or at school or on school grounds or at a school function.

(2) Knowingly possessed or used illegal drugs, or sold or solicited the sale of drugs while at school, on school grounds, or at a school function.

(3) Inflicted serious bodily injury upon another person while at school, on school grounds, or at a school function. "Serious bodily injury" means: substantial risk of death, or extreme physical pain, or protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

The Charter School understands that suspension is appropriate only after other means of correction fail to bring about proper conduct. The Charter School will use alternatives to suspension or expulsion to address problems of truancy, tardiness, and other absences from school activities.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch

period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

1. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    iii. An act of cyber sexual bullying.
        (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
        (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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y) Intentionally engaged in harassment, threats, or intimidation directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This section shall only apply to pupils in any of grades 4 to 12, inclusive.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage

or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm

to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students

that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to

disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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x) Intentionally engaged in harassment, threats, or intimidation directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This section shall only apply to pupils in any of grades 4 to 12, inclusive.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item

from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Trustees that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel
As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Trustees following a hearing before it or by the Charter School Board of Trustees upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Trustees as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Trustees. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedure herein provides for such a hearing and the notice of said hearing, as required by law. A student may be referred for expulsion to the Charter School Board upon recommendation of a neutral and impartial Administrative Panel, to be assigned by the board of trustees, as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be

influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on

hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Trustees, which will make a final determination regarding the expulsion. The final decision by the Board of Trustees shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Trustees is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The Executive Director or designee, following a decision of the Board of Trustees to expel, shall send written notice of the decision to expel, including the Board of Trustees' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Trustees' decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Trustees at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Trustees following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Trustees following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District: The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504

Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT COVERAGE

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — California Education Code Section 47605(b)(5)(K)

CERTIFICATED EMPLOYEES

Certificated employees will participate in the State Teachers' Retirement System ("STRS") and the Charter School will make the appropriate employer contributions.

NON-CERTIFICATED EMPLOYEES

Non-certificated employees shall participate in the Public Employees' Retirement System (once approved by PERS) and/or federal social security, and the Charter School will make the appropriate employer contributions.

The Human Resources Manager is responsible for ensuring that appropriate arrangements for coverage have been made.

SALARY & BENEFITS

All employees, certificated and classified, are offered a salary and benefit package comparable to District employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. – California Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: POST-EMPLOYMENT RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district, upon leaving the employment of the school district, to work in a charter school, and of any rights of return to the school district after employment at a charter school. – California Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Hawking Charter School. Employees of the District who choose to leave the employment of the District to work at Hawking STEAM Charter School will have no automatic rights of return to the District after employment by Hawking STEAM Charter School unless specifically granted by the District through a leave of absence or other agreement. Hawking STEAM Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of Hawking STEAM Charter School are considered the exclusive employees of the Hawking STEAM Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Hawking Charter School. Employment by the Hawking STEAM Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. — California Education Code Section 47605(b)(5)(N)*

DISPUTES BETWEEN HAWKING STEAM CHARTER SCHOOL AND THE SWEETWATER UNION HIGH SCHOOL DISTRICT

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, both parties agree to apprise the other, in writing, of the specific disputed issue(s) ("dispute statement") and to refer the issue to the District Superintendent and the Charter School's Executive Director, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Within 5 business days of receipt of the dispute statement, or longer if both parties agree, the Charter School Executive Director and the District Superintendent, or their respective designees, shall meet and confer in an attempt to resolve the dispute.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be

interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

The District retains the right to investigate complaints at its discretion.

All written Notifications to the District and Charter School shall be addressed respectively as follows:

Dr. Diane Carberry, Assistant Superintendent
Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, CA 91911

Lorena Chavez, Executive Director
1355 Second Ave.
Chula Vista, CA. 91911

DISPUTES WITHIN THE CHARTER SCHOOL

Any dispute arising within Hawking STEAM Charter School, whether among or between students, staff, parents, partnering organizations or Board members, shall be resolved pursuant to the policies and processes adopted by the Board of Trustees.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Charter School anticipates that the Executive Director shall serve as the responsible person for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix M, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 16: MISCELLANEOUS CHARTER PROVISIONS

A. BUDGETS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached as Appendix M, is Hawking STEAM Charter School's budget, cash flow and financial projections for the next three years of operation.

B.FINANCIAL REPORTING

Hawking STEAM Charter School will:

- In contract with a back office provider or accountant, maintain an accounting system using SACS to complete all transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements and transfers, which shall be entered into the accounting system using SACS numbers to organize reporting.
- Adhere to the District's reporting requirements:
    - Hawking STEAM Charter School will provide the following reports as required by law:
        - California Basic Educational Data System (CBEDS) through CALPADS.
        - Average Daily Attendance (ADA), which includes the 20-day Certification (Actual Attendance Report); and the Annual Principal Apportionment (P1, P2, and Fiscal Year Annual Report).
        - School Accountability Report Card (SARC)
        - Local Control & Accountability Plan (LCAP)
    - Hawking STEAM Charter School will provide the following data and reports as required by the District:
        - Test results for all state mandated assessments, which are:
            - California Assessment of Student Performance & Progress (CAASPP)
            - ELPAC

- The Principals and Executive Director at Hawking STEAM Charter School are responsible for collecting, reviewing and selecting all vendors. The Principals oversee and evaluate all contracted vendors (ExED, SUHSD etc.) to ensure all decisions and programs received are in accordance with the charter's mission and applicable provisions of the California Education Code. In addition, all contracts equal to or exceeding $10,000 will need to be approved by the Hawking STEAM Charter Schools Board of Trustees.
- Hawking STEAM Charter School will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the

District, the San Diego County Office of Education, and/or from the Superintendent of Public Instruction pursuant to Educational Code Section 47604.3

- Hawking STEAM Charter School will provide the District with present and future line item budgets for the Charter School as required by the District and will meet all other financial reporting requirements as outlined in Education Code Section 47604.33 including the following financial reporting requirements:

    - On or before July 1, a preliminary budget
    - By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
    - On or before December 15, an interim financial report. This report shall reflect changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
    - On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
    - On or before September 15, a financial unaudited report for the full prior year.

C. INSURANCE

No coverage shall be provided to Hawking STEAM Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Hawking STEAM Charter School secures and maintains, as a minimum, insurance as set forth below with insurance companies acceptable to the District in order to protect Hawking STEAM Charter School from claims, which may arise from its operations. Hawking STEAM Charter School shall meet the following insurance requirements (Appendix I).

It shall be Hawking STEAM Charter School responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect the charter school from claims under Workers' Compensation Acts, which may arise from its operations, including Employers Liability Limits of $5,000.000.

2. Commercial General Liability. Hawking STEAM Charter School shall maintain throughout the term of this MOU, at its own expense, general liability insurance with limits of liability of $1,000,000 per occurrence for bodily injury, personal injury and property damage. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the

general aggregate limit shall be twice the required per occurrence limit. This insurance shall include products and completed operations of the same limits as the policy limits. This insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

3. Commercial Automobile Liability. Hawking STEAM Charter School shall maintain throughout the term of this MOU at its own expense automobile liability insurance with limits of liability of $1,000,000 per occurrence, for owned, non-owned or hired vehicles. If any form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this location or the general aggregate limit shall be twice the required occurrence limit. Such insurance shall apply to any automobile, Symbol 1 of the ISO Form. Such insurance shall be endorsed to include the following: (i) the District, its officers, officials, employees, agents, and volunteers as additional insured's; and (ii) a waiver of any right to contributions from any other coverage purchased by, or on behalf of, the District.

4. Fidelity Bond (Employee Dishonesty) Coverage shall be maintained by Hawking STEAM Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of $1,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name Sweetwater Union High School District as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Should Hawking STEAM Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Hawking STEAM Charter School. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District.

D. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Hawking STEAM Charter School contracts with ExED, for the provision of fiscal services, budget, accounting, payroll and back office support. With the management of ExED, Hawking STEAM Charter School elects to receive funding directly from the State of California through the County Treasurer in accordance with applicable law. Hawking STEAM Charter School acts as its own fiscal agent. While Hawking STEAM Charter School does not expect the District to advance to Hawking STEAM Charter School future revenues (i.e., smooth out the Charter School's revenue stream), nothing in this charter shall prevent the District from electing to do so at Hawking STEAM Charter Schools' request. Hawking STEAM Charter School is responsible for recovering from the state all eligible mandated costs applicable to Hawking STEAM Charter School.

Hawking STEAM Charter School implements fiscal and personnel management policies, procedures and record keeping practices. Hawking STEAM Charter School Principals are responsible for working with ExED to prepare an annual budget for the Hawking Board to consider and approve. The budget supports a business relationship with ExED to manage and record all expenses, income, and commitments and to continually reconcile these actions with the budget.

Hawking STEAM Charter School's Administration is responsible for establishing policies and procedures for coordinating school and Board authority and communication. Hawking STEAM Charter School operations include regular meetings between the Principals and ExED in order to routinely complete a variance analysis of the budget.

Board-adopted procedures specify that deviations/variances from the proposed budget are reviewed with ExED in order to make necessary adjustments and, as necessary, report changes and/or recommendations to the Board. The Executive Director and Principals work closely with the Board Chair to address any issues or recommendations that require Board notification or action. In addition, the Executive Director and Principals maintain monthly cash flow spreadsheets with actual expenditures, encumbrances and variances. That report is presented at each Board meeting.

E. FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Hawking STEAM Charter School Site 1 is located at 1355 Second Ave. Chula Vista, CA. 91911 and Site 2 is located at 1411 27th Street, San Diego, CA 92154. Effective July 1, 2019, Hawking STEAM Charter School Site 1 intends to locate 2 kindergarten classrooms

at 497 E St., Chula Vista, CA 91910. This will leave sufficient classroom space for the school to proceed with 7th grade and fulfilling the already approved K-12 charter.

a) LOCATION: As of July 2019 Hawking STEAM Charter School hopes to acquire the property site at 1275 30th St. San Diego, CA 92154.

b) EVALUATION: Hawking STEAM Charter School has acquired the services of Turner-Agassi Charter School Facilities Fund (TACSFF) who underwrites and determines the feasibility of its projects in the acquisitions of facilities for charter school. Turner Agassi Charter School Facilities Fund has built 70 schools over the past 5 years, all with high-performing charter school operators who desire to one day potentially own their own facilities. In addition, Hawking STEAM Charter School has acquired the legal services of John Lemmo from Procopio Law Firm, who specializes in school facilities.

c) FUNDING: When evaluating project budgets and affordability to the school, TACSFF considers several elements:

- Cost per seat: this metric provides a high level understanding as to the overall affordability of the development of the school campus, including acquisition price, hard costs and soft costs. Typically in Southern California, TACSFF aims for the cost per seat metric to fall in the $23,000 to $25,000 range. In the case of the Hawking project, the overall cost per seat is $18,525 (including contingencies). This indicates a highly affordable development project.
- Rent as a percentage of budget: TACSFF expects that rent from the school to TACSFF should not exceed 20% of revenues in any given year. In the case of Hawking , rental costs are in the range of 17-19% of gross revenue. This percentage is expected to decrease given any cost savings TACSFF may realize in the project.
- Development budget savings benefit the school: Savings to the development budget will benefit the school by reducing its annual rent and ultimate purchase option pricing.
- Budget consists of actual costs: The development budget consists purely of the actual costs involved in building the school. TACSFF does not charge a development fee or include a charge for its employees in the budget; TACSFF also does not require any type of down payment or equity contribution from the school. TACSFF fully funds all development costs.
- Option to purchase: TACSFF serves as a "bridge to home ownership" and is motivated to help the school reach stabilization so it can afford to ultimately purchase the facility. The purchase option prices are determined from the outset and are embedded into the Lease. The school is able to purchase the facility from TACSFF in it 4th or 5th year. TACSFF has already had 10 of its portfolio schools purchase their facilities from TACSSF. In all cases, the schools have obtained optimal long-term financing and in most cases TACSFF

has aided in this effort by introducing schools to the appropriate underwriters and bond counsel. TACSFF would do the same for Hawking from the very beginning. In the event that Hawking chooses not to purchase the facility from TACSFF, it will enjoy a 29-year lease with annual escalators starting in Year 6 of 2.25%; the escalator of 2.25% is extremely reasonable and below typical market rates in order to ensure continued long-term affordability for the school.

RECRUITMENT & RETENTION: Hawking STEAM Charter School will develop a comprehensive Recruitment and Retention plan to ensure annual maximized enrollment at the new school site; and that it retains its students year-after-year with the input of its stakeholders and approval of its governing board.

F. TRANSPORTATION

Transportation will not be provided by Hawking STEAM Charter School except as required by law for students with disabilities in accordance with a student's IEP. Students beyond walking distance will be encouraged to use public transportation. Hawking STEAM Charter School may contract with the public transit system for reduced fair bus passes for students and may provide passes to free and reduced qualified students who do not live within walking distance to school.

G. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code 47605(g).

Hawking STEAM Charter School is operated by Hawking STEAM Charter Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Hawking STEAM Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Hawking STEAM Charter School.

The corporate bylaws (Appendix C) of Hawking STEAM Charter Schools provides for indemnification of its Board of Trustees, officers, agents, and employees, and Hawking Charter School maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks (Appendix I). As stated above, insurance amounts are determined by recommendation of the District and

Hawking Charter School insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Hawking STEAM Charter School.

The Board of Trustees institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

In addition, Hawking STEAM Charter School has negligible financial impact and contributes positively to the Sweetwater Union High School District because:

- Hawking STEAM Charter School works with the charter community's recommended professionals to advise Hawking STEAM Charter School in the best business practices for charter schools, including the California Charter Schools Association (CCSA) and its consultants.

- Hawking STEAM Charter School has hired ExED for fiscal accountability

- Hawking STEAM Charter School has highly qualified Principals

- Hawking STEAM Charter School is operated by the Hawking STEAM Charter Schools, Inc., a non-profit public benefit corporation.

- Hawking STEAM Charter School carries appropriate insurance, including liability, errors and omissions insurance.

- Hawking STEAM Charter School recognizes the need for annual school visits from the District and the development of a cooperative relationship

- Hawking STEAM Charter School pays for any services not required from the District to provide, per a separate MOU.

- Hawking STEAM Charter School provides choice for students and facilities in the Sweetwater Union High School District.

TERM OF THE CHARTER

The term of this charter renewal shall be for a five-year period beginning July 1, 2017 and ending on June 30, 2022.

APPENDIX A: DATA QUEST REPORTS
APPENDIX B: ARTICLES OF INCORPORATION
APPENDIX C: BOARD BYLAWS
APPENDIX D: BOARD ROSTERS
APPENDIX E: RESUMES
APPENDIX F: CONFLICT OF INTERST CODE/POLICY
APPENDIX G: EMPLOYEE HANDBOOK
APPENDIX H: 2016-17 LCAP
APPENDIX I: CERTIFICATE OF LIABILITY INSURANCE
APPENDIX J: UNIFORM COMPLAINT PROCEDURES
APPENDIX K: COMPREHENSIVE SCHOOL SAFETY PLAN
APPENDIX L: PARENT/STUDENT HANDBOOK
APPENDIX M: LETTERS OF SUPPORT
APPENDIX N: 5-YEAR BUDGET; 3-YEAR CASH FLOW
APPENDIX O: BUDGET NARRATIVE