

Howard Gardner Community Charter

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Howard Gardner Community Charter
Street	647 E St.
City, State, Zip	Chula Vista, CA 91910-2119
Phone Number	(619) 934-0300
Principal	Beverly Jimenez
Email Address	bjimenez@hgcschool.org
Website	www.hgcschool.org
County-District-School (CDS) Code	37680230124321

Entity	Contact Information
District Name	Howard Gardner Community Charter
Phone Number	619.934.0300
Superintendent	Beverly Jimenez
Email Address	bjimenez@hgcschool.org
Website	www.hgcschool.org

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

Howard Gardner Community School opened in August, 2012 as an independent 'start-up' charter school on the west side of the City of Chula Vista in the South Bay area of San Diego County. Authorized by Chula Vista Elementary School District in February of 2011, it operates as a tax-exempt organization under section 501(c)(3) under the Internal Revenue Code, which indicates none of its earnings may inure to any private shareholder or individual. The principal guiding concept for HGCS's program rotates around Howard Gardner's concept of Multiple Intelligences and thus opportunities for exposure and enrichment in Music, Art, Dance, Theatre (performing arts), Science, Technology, Physical Education enrichment, Character Education & Nature is offered to students as a part of an elective rotation where teachers are required to teach a chosen elective for 24 days during the school year on "MI" Wednesdays for one hour.

Howard Gardner Community School's Fast Facts (as of October, 2019)

Enrollment: 230

FRL Population: 91%

EL Population: 54%

Special Education Population: 21%

Homeless or deficient home population: 12.3%

Given the high populations of FRL, EL, Special Education and Homeless, Howard Gardner Community School's instructional program is build around ELD and Special Needs principles and recognizes incoming students may be several grade levels behind. As a result, all teachers have been trained in Guided Language Acquisition Design, small group instruction and differentiation to meet the needs of all students in their classrooms. An inclusion model is used for all Special Education services that include psychological services, counseling, speech and language services and occupational therapy services. No child is denied enrollment to our school based on special education services or placement and all students are included in the regular education environment for majority of the day. English Language Learner students are also included in the general education program with additional assistance throughout the day and after-school in English Language Development through direct or small group instruction.

Mission Statement:

Howard Gardner Community School will provide students with a unique, and supportive learning environment based on the tenets of multiple intelligence theory, facilitate the development of 21st century skills, and create an atmosphere where ALL students reach their highest potential.

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

Grade Level	Number of Students
Kindergarten	28
Grade 1	19
Grade 2	23
Grade 3	21
Grade 4	21
Grade 5	30
Grade 6	27
Grade 7	30
Grade 8	32
Total Enrollment	231

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
Asian	3.5
Filipino	1.3
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.9
White	2.2
Two or More Races	0.4
Socioeconomically Disadvantaged	89.2
English Learners	52.4
Students with Disabilities	17.3
Foster Youth	0.9
Homeless	6.9

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	12	9	9	9
Without Full Credential	0	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 2020 January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Education (Grades K-2) Engage NY (Grades 3-8) Lucy Caulkins Writing (Grades K-8)	Yes	0
Mathematics	Eureka Math (Grades K-8) Zearn	Yes	0
Science	Mystery Science Stemscopes Zingy Learning	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	3 tiles need to be replaced in 7th grade classroom
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2 benches in cafeteria/patio area need to be replaced
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	39	65	64	50	50
Mathematics (grades 3-8 and 11)	39	27	51	51	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	155	94.51	5.49	39.35
Male	88	83	94.32	5.68	36.14
Female	76	72	94.74	5.26	43.06
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	135	95.07	4.93	37.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	138	95.17	4.83	36.96
English Learners	98	90	91.84	8.16	30.00
Students with Disabilities	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	158	96.34	3.66	27.22
Male	88	85	96.59	3.41	24.71
Female	76	73	96.05	3.95	30.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	142	137	96.48	3.52	24.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	141	97.24	2.76	24.82
English Learners	98	93	94.90	5.10	21.51
Students with Disabilities	36	36	100.00	0.00	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.2	51.7	20.7
7	43.3	20.0	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

HGCS welcomes volunteers and parent involvement in our school. Parents/Guardians and volunteer can coordinate with teachers as well as the front office for volunteer activities. As part of our parent contract, all parents have agreed to volunteer 30-hours per school year per family. These hours may be fulfilled in many ways, working at school, including doing tasks at home or on the weekends. It is our intention to make volunteering for the school a positive experience that takes into consideration the busy lives we all lead.

Parents/Guardians advise and make proposals to the School Leadership Team, Administrative Team and School Governing Board and work on:

- Community activities and fundraising events
- Planning of School events, field trips, sports programs, volunteer coordination
- Marketing of the HGCS brand
- Forming partnerships with community leaders, businesses, and other professionals.
- Parent support groups and trainings
- Parent involvement

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	1.8	2.4	0.6	0.7	0.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school site council has written and developed a comprehensive safety plan relevant to the needs and resources of Howard Gardner Community School (Education Code 32281, 32282). The school site council has consulted with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical. In addition, the school site council has consulted with other local agencies as appropriate, including health care and emergency services. The Howard Gardner Community Charter School Governing Board and the school site council has delegated the responsibility for writing and developing a school safety plan to a school safety planning committee. It is also updated on a yearly basis.

The responsibility of monitoring the campus before, during, and after school is shared by Administration, certificated, and classified staff. All visitors are required to sign in at the office and wear appropriate identification while on campus. Our campus is a "closed campus", therefore students are not allowed off campus during school hours. The components of the safety plan address the following: child abuse reporting procedures, disaster procedures, discipline policies/procedures, discrimination and harassment policy, and school-wide dress code policies. The plan is available to all stakeholders and is reviewed with staff members during school-wide staff meetings, reviewed as necessary throughout the school year. Fire drills are conducted on a monthly basis, in addition to earthquake, lockdown, and active shooter drills throughout the school year. Howard Gardner Community School is committed to the safety and welfare of our students and school community.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		1		20	1			28		1	
1					23		1		19	1		
2	14	1			20	1			22		1	
3	26		1		19	1			21		1	
4	23		1		29		1		21		1	
5	22		1		21		1		30		1	
6	29		6		21		6		27		6	
Other**	24		1									

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,315.24	\$3,889.07	\$6,426.16	\$46,384.88
District	N/A	N/A	\$10,284	\$78,751.00
Percent Difference - School Site and District	N/A	N/A	-46.2	-51.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-15.5	-56.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Howard Gardner Community School provides supplemental services to increase student achievement, obtain mastery of grade level content standards, such as:

Tutoring
 Homework club
 Enrichment programs (e.g. Electives, After-School)
 Awards Assemblies
 1:1 student-laptop ratio
 English Language Development
 Special Education
 Professional Development
 Psychological/Counseling services
 Social services
 Attendance incentives

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$134,097	\$129,221
Average Principal Salary (Middle)	\$0	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

At Howard Gardner Community School, professional development is a crucial part of developing as an educator. The major areas of focus of PD at HGCS is on the Common Core State Standards in ELA and Mathematics, Next Generation Science Standards (NGSS), English Language Learners, Strategies for addressing students with special needs, Literacy strategies/interventions, and using data to drive instruction.

Professional Development is offered every week for approximately 1-2 hours (depending on the needs of staff, in addition to school schedule). There are also a couple days each year (usually after school breaks) where PD is offered for a full day. Teachers, staff and administrators also attend conferences that focus on charter schools, Mathematics, ELA and Science, in addition to workshops and institutes that focus on leadership, data/assessment, and improving student learning.

Teachers/staff are supported during implementation of PD through teacher-admin meetings, instructional coaching, Professional Learning Communities (PLC), classroom observations, and feedback.