

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than sixty (60) days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within ninety (90) days of receipt of the petition, provided, however, that the date may be extended by an additional thirty (30) days if both parties agree to the extension.

- Date of submission: September 8, 2020
- Deadline for public hearing: November 7, 2020
- Deadline for granting or denying the charter petition: December 7, 2020

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: _____, Lead Petitioner

Signature: _____

Date: _____

School Name: Howard Gardner Community School



**HOWARD GARDNER COMMUNITY
SCHOOL**

**CHARTER RENEWAL PETITION
For the term July 1, 2021 to June 30, 2026**

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION	3
EXECUTIVE SUMMARY	6
ELEMENT 1: EDUCATIONAL PROGRAM	24
ELEMENT 2: MEASURABLE PUPIL OUTCOMES	64
ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES	75
ELEMENT 4: GOVERNANCE.....	79
ELEMENT 5: EMPLOYEE QUALIFICATIONS.....	82
ELEMENT 6: HEALTH & SAFETY PROCEDURES	89
ELEMENT 7: STUDENT POPULATION BALANCE.....	94
ELEMENT 8: ADMISSION POLICIES & PROCEDURES.....	96
ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS.....	99
ELEMENT 10: SUSPENSION & EXPULSION POLICY AND PROCEDURES	100
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	125
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	126
ELEMENT 13: EMPLOYEE RETURN RIGHTS	127
ELEMENT 14: DISPUTE RESOLUTION.....	128
ELEMENT 15: CLOSURE PROCEDURES.....	130
MISCELLANEOUS CHARTER PROVISIONS.....	132
APPENDICES.....	136
APPENDIX A: BOARD ROSTER & BIOGRAPHIES	136
APPENDIX B: ARTICLES OF INCORPORATION; BYLAWS & CONFLICT OF INTEREST	136
APPENDIX C: 3-YEAR BUDGET; 3-YEAR CASH FLOW	136
APPENDIX D: 2016-19 CAASPP ELA & MATH REPORTS	136

AFFIRMATIONS AND DECLARATION

As the lead petitioner, I, Beverly Jimenez, hereby certify that the information submitted in this renewal petition for Howard Gardner Community School (“HGCS” or the “Charter School”), located within the boundaries of the Chula Vista Elementary School District (“CVESD” or the “District”) is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if this charter petition is granted, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

1. The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
2. The Charter School will not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(e)(1)]
3. The Charter School will 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
6. The Charter School will 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)]
7. The Charter School will 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 it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School will not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the

State. Preference in the public random drawing will be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(A)-(C)]

8. The Charter School will 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 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School will comply with the Ralph M. Brown Act.
12. The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
13. The Charter School will comply with the Political Reform Act.
14. The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
15. The Charter School will comply with the Public Records Act.
16. The Charter School will comply with the Family Educational Rights and Privacy Act.
17. The Charter School will, 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).
18. If a pupil is expelled or leaves the Charter School without graduating or completing

the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, 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. California Education Code Section 47605(e)(3)]

19. 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)]
20. The Charter School will 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)]
21. The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
22. The Charter School will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
23. The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
24. The Charter School will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Beverly Jimenez, Executive Director

EXECUTIVE SUMMARY

CHARTER RENEWAL CRITERIA

- A. Evidence of Meeting Charter Renewal Criteria Pursuant to:
- Education Code Section 47607.2(b) (Middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Howard Gardner Community School fits into the middle tier as determined by the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

Dashboard Performance

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

The following chart reflects Howard Gardner Community School’s Fall 2018 and 2019 Dashboard. As a result of COVID-19 school closure in Spring 2020, the CAASPP and

ELPAC assessments were not administered. Since the Governor suspended all state-mandated assessments in Spring 2020, state indicators will not be reported for the Fall 2020 Dashboard for any school in the state of California.

* Performance levels were not reported by the CDE because Students with Disabilities (SWD) was not a numerically significant student group for the Academic Indicators.

FALL 2018 DASHBOARD: HGCS				
STUDENT GROUP	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	YELLOW	ORANGE	YELLOW	YELLOW
EL	YELLOW	GREEN	YELLOW	YELLOW
SOCIO-ECON	YELLOW	ORANGE	YELLOW	YELLOW
SWD	YELLOW	RED	*	*
HISPANIC	YELLOW	ORANGE	YELLOW	YELLOW

FALL 2019 DASHBOARD: HGCS				
STUDENT GROUP	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	ORANGE	ORANGE	ORANGE	ORANGE
EL	ORANGE	ORANGE	ORANGE	ORANGE
SOCIO-ECON	ORANGE	YELLOW	ORANGE	ORANGE
SWD	ORANGE	YELLOW	*	*
HISPANIC	YELLOW	YELLOW	ORANGE	ORANGE

The following chart is a side-by-side comparison of the Fall 2018 and Fall 2019 Dashboard for HGCS, Chula Vista Elementary School District (CVESD) and the State of California.

	FALL 2018 DASHBOARD				FALL 2019 DASHBOARD			
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
HGCS	YELLOW	ORANGE	YELLOW	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE
CVESD	YELLOW	GREEN	GREEN	YELLOW	YELLOW	GREEN	GREEN	YELLOW
STATE	YELLOW	YELLOW	ORANGE	ORANGE	ORANGE	YELLOW	GREEN	ORANGE

Fall 2018 Dashboard: HGCS **outperformed** the State for the ELA Academic Indicator; and performed **equivalent** to the State for Chronic Absenteeism and Math. Additionally, each of HGCS’s student groups performed **equivalent** to the State in ELA, and **outperformed** the State in mathematics.

Fall 2019 Dashboard: HGCS performed **equivalent** to the State for Chronic Absenteeism and Math. HGCS *English Learner* student group performed **equivalent** to the State.

Howard Gardner Community school, Dashboard Local Indicators
HGCS has met all standards on the CA Dashboard Local Indicators

2019 LOCAL INDICATOR	RESULT
BASIC: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent & Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

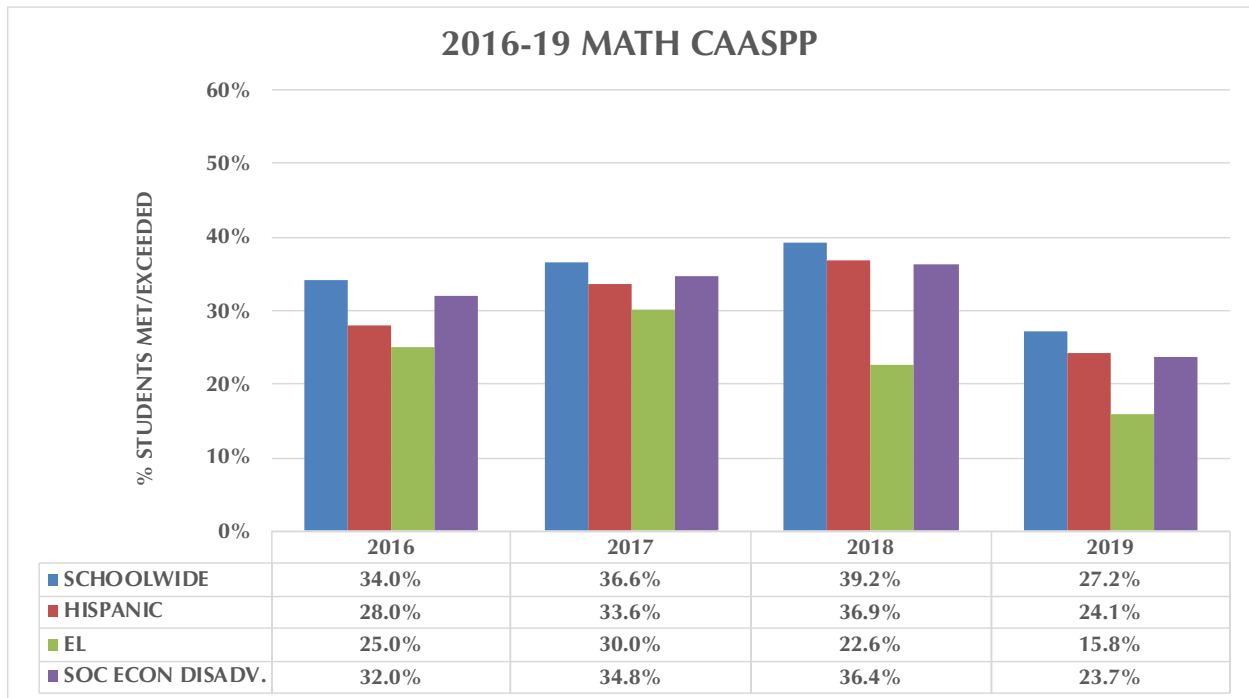
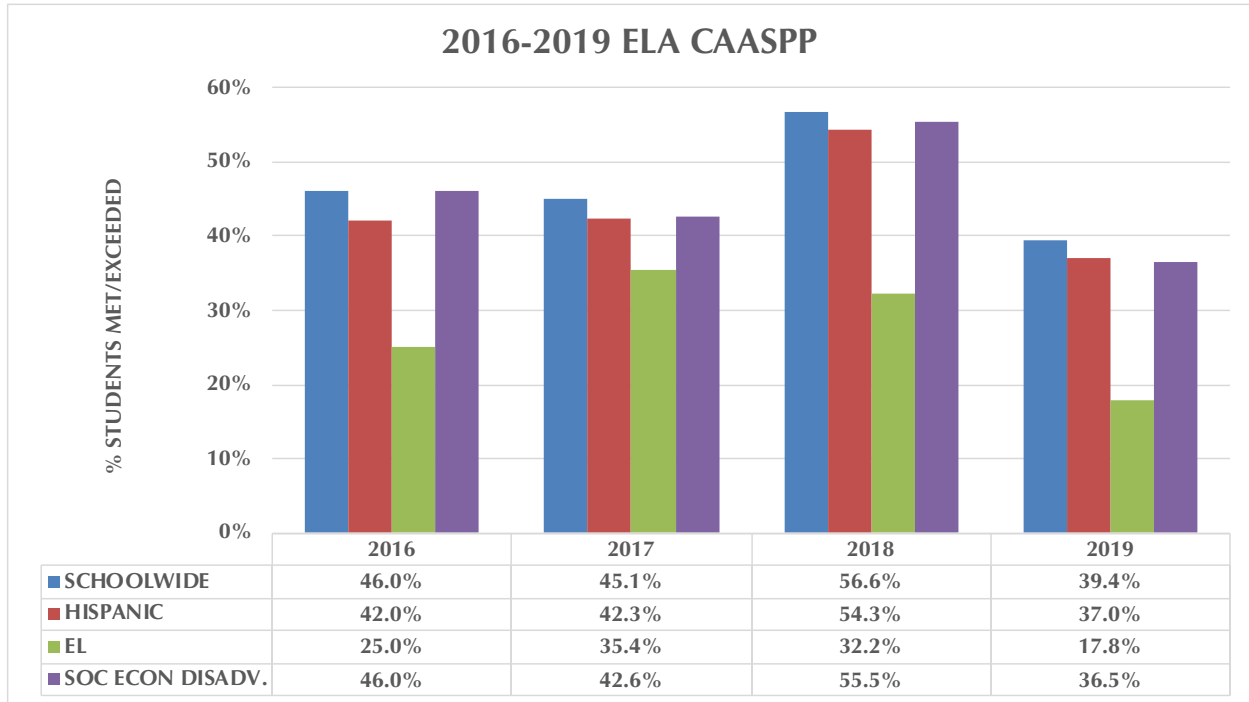
Measurements of Academic Performance

The law also requires middle track charter schools to provide data showing measurable increases in academic achievement:

- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.**
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .*

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

In accordance with Section 47607.2(b)(3), HGCS has included the following bar graphs, which reflect four-years of student performance on the 2016-2019 CAASPP assessment for ELA and Math (Percentage of students who met/exceeded standards) as “measurements of academic performance,” schoolwide and by numerically significant student groups (Hispanic, EL, SED). Source: <https://caaspp-elpac.cde.ca.gov>



Howard Gardner Community School has demonstrated annual growth from 2016-2018 for both ELA and Math CAASPP assessment, with the exception of the Spring 2019 which experienced a decline. Upon careful analysis, we attribute the decline to a combination of change in staffing, and the need to implement academic and social-emotional supports to improve student outcomes. The 2018-19 school year was the “planning” year for implementing a Multi-tiered System of Supports.

The following charts reflect HGCS’s CAASPP performance for the past four years schoolwide and by numerically significant student group. The Spring 2019 CAASPP was the initial baseline year the Students with Disabilities (SWD) was identified as a numerically significant student group for HGCS. From Spring 2016 to Spring 2018 HGCS demonstrated increased growth in both ELA and Math CAASPP student performance schoolwide and for its identified student groups: Hispanic, English Learners and Socio-economically Disadvantaged.

2016 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	46.0%	34.0%
HISPANIC	42.0%	28.0%
EL	25.0%	25.0%
SOC-ECON DISADV.	46.0%	32.0%

2017 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	45.1%	36.6%
HISPANIC	42.3%	33.6%
EL	35.4%	30.0%
SOC-ECON DISADV.	42.6%	34.8%

2018 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	56.6%	39.2%
HISPANIC	54.3%	36.9%
EL	32.2%	22.6%
SOC-ECON DISADV.	55.5%	36.4%

2019 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	39.4%	27.2%
HISPANIC	37.0%	24.1%
EL	17.8%	15.8%
SOC-ECON DISADV.	36.5%	23.7%
SWD	11.1%	8.3%

In late Spring 2018 Howard Gardner Community School was the recipient of the Cohort 3 Multi-tiered System of Supports (MTSS) Grant Initiative. Our school applied for this grant in order to develop and implement a comprehensive, systemic, research-based schoolwide system of supports to address the academic, social-emotional and behavioral challenges that our students face and provide our educators the tools they need to maximize instruction, improve student engagement, and student academic outcomes. In the 2018-19 school year, HGCS’s leadership team comprised of the Executive Director, Educational Specialist, School Psychologist and Interventionist, participated in a year-long robust professional development training at the San Diego County Office of Education to develop a MTSS Implementation Plan for the 2019-20 school year. This plan was developed with the input and feedback from our staff, students and parents, to ensure fidelity of our program, buy-in, and hold all adults accountable for improving student outcomes. As a result, our school revised our LCAP goals to align with our MTSS implementation, CA Dashboard results, and our mission and vision.

MTSS provides a basis for understanding how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students/ academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

2019 ELA & MATH CAASPP RESULTS

The following chart outlines the achievement levels for the Spring 2019 CAASPP (ELA & Math) for Howard Gardner Community School, compared with Chula Vista Elementary School District; and Sweetwater Union HSD; and the State of California by grade level; scale score, and by achievement level.

2019 ELA CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2377.8	2455.2	2425.2
STD EXCEEDED: LEVEL 4	5.0%	38.21%	26.35%
STD MET: LEVEL 3	15.0%	24.97%	22.19%
STD. NEARLY MET: LEVEL 2	25.0%	19.65%	23.42%
STD NOT MET: LEVEL 1	55.0%	17.17%	28.01%

2019 ELA CAASPP: GRADE 4			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2405.8	2494.4	2466.1
STD EXCEEDED: LEVEL 4	15.79%	37.02%	26.87%
STD MET: LEVEL 3	15.79%	25.17%	22.59%
STD. NEARLY MET: LEVEL 2	5.26%	17.15%	19.35%
STD NOT MET: LEVEL 1	63.16%	20.65%	31.18%

2019 ELA CAASPP: GRADE 5			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2469.3	2532.9	2502.4
STD EXCEEDED: LEVEL 4	10.34%	33.29%	23.66%
STD MET: LEVEL 3	20.69%	32.79%	28.02%
STD. NEARLY MET: LEVEL 2	34.48%	16.18%	19.88%
STD NOT MET: LEVEL 1	34.48%	17.74%	28.44%

2019 ELA CAASPP GRADE 6			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2492.1	2560.4	2524.8
STD EXCEEDED: LEVEL 4	10.10%	28.34%	18.85%
STD MET: LEVEL 3	21.43%	37.37%	31.16%
STD. NEARLY MET: LEVEL 2	28.50%	20.86%	24.58%
STD NOT MET: LEVEL 1	39.29%	13.43%	25.41%

2019 ELA CAASPP GRADE 7			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2566.9	2551	2547.5
STD EXCEEDED: LEVEL 4	6.90%	18.40%	18.17%
STD MET: LEVEL 3	62.07%	35.58%	33.20%
STD. NEARLY MET: LEVEL 2	17.24%	21.89%	22.23%
STD NOT MET: LEVEL 1	13.79%	24.39%	26.39%

2019 ELA CAASPP GRADE 8			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2563	2561.1	2560.8
STD EXCEEDED: LEVEL 4	13.33%	16.03%	17.04%
STD MET: LEVEL 3	30.00%	34.40%	32.37%
STD. NEARLY MET: LEVEL 2	40.00%	24.75%	24.93%
STD NOT MET: LEVEL 1	16.67%	24.82%	25.66%

2019 MATH CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2396.4	2451.9	2434.3
STD EXCEEDED: LEVEL 4	5.0%	27.23%	22.51%
STD MET: LEVEL 3	20.0%	34.15%	27.71%
STD. NEARLY MET: LEVEL 2	35.0%	20.41%	23.03%
STD NOT MET: LEVEL 1	40.0%	18.21%	26.75%

2019 MATH CAASPP: GRADE 4			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2437.8	2489.4	2472
STD EXCEEDED: LEVEL 4	10.53%	23.76%	20.02%
STD MET: LEVEL 3	21.05%	30.67%	24.92%
STD. NEARLY MET: LEVEL 2	36.84%	29.29%	30.32%
STD NOT MET: LEVEL 1	31.58%	16.27%	24.75%

2019 MATH CAASPP: GRADE 5			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2449.1	2511.2	2495.3
STD EXCEEDED: LEVEL 4	14%	25.01%	21.19%
STD MET: LEVEL 3	0.00%	19.60%	16.80%
STD. NEARLY MET: LEVEL 2	27.59%	28.09%	26.73%
STD NOT MET: LEVEL 1	59%	27.31%	35.27%

2019 MATH CAASPP: GRADE 6			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2465	2542.4	2513.8
STD EXCEEDED: LEVEL 4	10.34%	26.39%	19.90%
STD MET: LEVEL 3	20.69%	23.32%	18.62%
STD. NEARLY MET: LEVEL 2	13.79%	26.42%	27.27%
STD NOT MET: LEVEL 1	55.17%	23.88%	34.21%

2019 MATH CAASPP: GRADE 7			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2550.9	2524.2	2526.6
STD EXCEEDED: LEVEL 4	12.90%	16.10%	19.37%
STD MET: LEVEL 3	29.03%	20.76%	18.47%
STD. NEARLY MET: LEVEL 2	35.48%	28.63%	25.70%
STD NOT MET: LEVEL 1	22.58%	34.51%	36.45%

2019 MATH CAASPP: GRADE 8			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2516.8	2531.5	2539.9
STD EXCEEDED: LEVEL 4	6.67%	17.82%	20.82%
STD MET: LEVEL 3	13.33%	15.52%	15.81%
STD. NEARLY MET: LEVEL 2	30.00%	24.96%	22.59%
STD NOT MET: LEVEL 1	50.00%	41.70%	40.78%

2018 ELA & MATH CAASPP RESULTS

The following chart outlines the achievement levels for the Spring 2018 CAASPP (ELA & Math) for Howard Gardner Community School, compared with Chula Vista Elementary School District; and Sweetwater Union HSD; and the State of California by grade level; scale score, and by achievement level. On average starting with grade 4, HGCS student performance on the ELA and Math CAASPP has exceeded the state average overall as evidenced in the following charts. For grades 6-7 in Math; and grade 8 in ELA, HGCS student performance has surpassed Chula Vista Elementary School District as measured by mean scale scores.

2018 ELA CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2384	2449.1	2424
STD EXCEEDED: LEVEL 4	20.0%	35.75%	26.13%
STD MET: LEVEL 3	25.0%	24.46%	22.09%
STD. NEARLY MET: LEVEL 2	10.0%	20.67%	23.49%
STD NOT MET: LEVEL 1	45.0%	19.13%	28.29%

2018 ELA CAASPP: GRADE 4			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2453.2	2500.9	2463.7
STD EXCEEDED: LEVEL 4	15.38%	40.80%	26.31%
STD MET: LEVEL 3	34.62%	25.40%	22.36%
STD. NEARLY MET: LEVEL 2	19.23%	14.77%	19.25%
STD NOT MET: LEVEL 1	30.77%	19.03%	32.08%

2018 ELA CAASPP: GRADE 5			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2498.4	2528.6	2496.3
STD EXCEEDED: LEVEL 4	14.29%	32.17%	21.80%
STD MET: LEVEL 3	42.86%	31.89%	27.63%
STD. NEARLY MET: LEVEL 2	19.05%	17.00%	19.99%
STD NOT MET: LEVEL 1	23.81%	18.94%	30.58%

2018 ELA CAASPP GRADE 6			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2539.1	2561.1	2518.9
STD EXCEEDED: LEVEL 4	5.00%	28.79%	17.26%
STD MET: LEVEL 3	65.00%	37.80%	30.58%
STD. NEARLY MET: LEVEL 2	20.00%	19.98%	24.89%
STD NOT MET: LEVEL 1	10.00%	13.43%	27.27%

2018 ELA CAASPP GRADE 7			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2535.9	2541.1	2543.9
STD EXCEEDED: LEVEL 4	6.90%	14.02%	16.32%
STD MET: LEVEL 3	41.38%	35.33%	33.83%
STD. NEARLY MET: LEVEL 2	31.06%	23.92%	23.15%
STD NOT MET: LEVEL 1	20.69%	26.73%	26.70%

2018 ELA CAASPP GRADE 8			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2576.4	2557	2559
STD EXCEEDED: LEVEL 4	6.90%	16.21%	15.97%
STD MET: LEVEL 3	62.07%	32.51%	33.15%
STD. NEARLY MET: LEVEL 2	13.79%	24.48%	25.04%
STD NOT MET: LEVEL 1	17.24%	26.79%	25.84%

2018 MATH CAASPP: GRADE 3			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2407.9	2445.4	2430.9
STD EXCEEDED: LEVEL 4	9.52%	24.95%	21.07%
STD MET: LEVEL 3	33.33%	32.33%	27.82%
STD. NEARLY MET: LEVEL 2	14.29%	23.46%	23.56%
STD NOT MET: LEVEL 1	42.86%	19.26%	27.55%

2018 MATH CAASPP: GRADE 4			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2471.4	2486.8	2467.7
STD EXCEEDED: LEVEL 4	14.81%	23.58%	18.46%
STD MET: LEVEL 3	25.93%	29.74%	24.45%
STD. NEARLY MET: LEVEL 2	37.04%	29.55%	30.81%
STD NOT MET: LEVEL 1	22.22%	17.13%	26.27%

2018 MATH CAASPP: GRADE 5			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2506.7	2512	2490.4
STD EXCEEDED: LEVEL 4	19.05%	24.62%	19.61%
STD MET: LEVEL 3	23.81%	20.86%	16.36%
STD. NEARLY MET: LEVEL 2	28.57%	27.24%	26.94%
STD NOT MET: LEVEL 1	28.57%	27.27%	37.09%

2018 MATH CAASPP: GRADE 6			
ACHIEVEMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2564.1	2545.8	2511
STD EXCEEDED: LEVEL 4	23.81%	26.88%	18.86%
STD MET: LEVEL 3	38.10%	24.36%	18.64%
STD. NEARLY MET: LEVEL 2	33.33%	27.71%	27.81%
STD NOT MET: LEVEL 1	4.76%	21.06%	34.70%

2018 MATH CAASPP: GRADE 7			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2521.9	2521.1	2524.3
STD EXCEEDED: LEVEL 4	6.90%	15.87%	18.69%
STD MET: LEVEL 3	31.03%	19.68%	18.61%
STD. NEARLY MET: LEVEL 2	31.03%	28.28%	26.10%
STD NOT MET: LEVEL 1	31.03%	36.18%	36.61%

2018 MATH CAASPP: GRADE 8			
ACHIEVEMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2509	2531	2540.5
STD EXCEEDED: LEVEL 4	13.79%	16.34%	20.76%
STD MET: LEVEL 3	3.45%	16.90%	16.12%
STD. NEARLY MET: LEVEL 2	41.38%	24.61%	22.94%
STD NOT MET: LEVEL 1	41.38%	42.15%	40.17%

HGCS COMPARISON – SCHOOLS OF RESIDENCE

The following chart provides the 2019-20 student demographics of HGCS and the schools of residence where our students reside; and/or would attend. Source: <https://dq.cde.ca.gov>

2019-20 DEMOGRAPHICS OF SCHOOLS OF RESIDENCE									
SCHOOL	% AA	% AM IND	% ASIAN	% FILIP	% HISP	% PI	% WHITE	% 2+	% NR
Chula Vista MS	3.0%	0.6%	0.6%	2.6%	77.9%	1.2%	11.9%	1.3%	1.0%
Feaster	1.5%	0.3%	0.7%	1.9%	91.0%	0.2%	3.8%	0.5%	0.2%
Harborside	1.8%	0.3%	0.1%	1.6%	91.3%	0.3%	3.4%	1.0%	0.0%
Hilltop Middle	2.7%	1.9%	1%	2.2%	71.8%	0.4%	15.9%	2.6%	1.4%
HGCS	2.8%	0.0%	1.8%	0.9%	93.1%	0.5%	0.9%	0.0%	0.0%
Lauderbach ES	1.5%	0.0%	0.0%	1.2%	92.0%	0%	3.9%	0.9%	0.0%
Vista Square	1.4%	0.5%	0.9%	0.9%	89.1%	0.6%	5.5%	1.1%	0.0%

The following chart provides the grade configuration for each comparison school, total student enrollment percentage of English Learners (EL), Foster Youth (FY), Homeless Youth (HL), Students with Disabilities (SWD); and Socio-economically Disadvantaged, as reported by each school on CALPADS for the 2019-20 school year.

The percentage of enrolled students identified as Students with Disabilities and Socio-economically Disadvantaged at Howard Gardner exceeds all of the comparison schools of residence as evidenced in the following chart. Source: <https://dq.cde.ca.gov>

2019-20 DEMOGRAPHICS BY STUDENT GROUP							
SCHOOL	GRADES	ENROLL	% EL	% FY	% HL	% SWD	% SED
Chula Vista MS	7-8	880	30.6%	0.2%	1.2%	17.3%	82.0%
Feaster Charter	K-8	1178	55.4%	0.0%	1.0%	6.4%	88.7%
Harborside	K-6	670	62.4%	0.0%	4.3%	13.6%	89.7%
Hilltop Middle	7-8	966	16.8%	0.0%	1%	16.9%	63.9%
HGCS	K-8	218	47.2%	0.9%	0.9%	17.9%	90.4%
Lauderbach ES	K-6	741	64.5%	0.3%	0.8%	14.8%	89.9%
Vista Square	K-6	642	49.7%	0.0%	4.5%	15.3%	90.3%

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2018 CAASPP BY GRADE LEVEL

The following charts provide a comparison of the Spring 2018 ELA and CAASPP results by grade level including the percentage of students that have met/exceeded standards (Level 3-4); and the Mean Scale Score for Howard Gardner and the schools of residence both Elementary and Middle Schools.

COMPARISON OF SPRING 2018 CAASPP (GRADE 3) RESULTS				
	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	48.5%	42.0%	2422.8	2411.2
Harborside	34.0%	25.5%	2396.8	2382.2
HGCS	45.0%	42.9%	2384	2407.9
Lauderback ES	41.8%	44.0%	2414.3	2421.4
Vista Square	57.1%	41.9%	2436.7	2419

COMPARISON OF SPRING 2018 CAASPP (GRADE 4) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	58.1%	53.2%	2482.5	2481.1
Harborside	45.6%	34.4%	2445.2	2438.8
HGCS	50.0%	40.7%	2453.2	2471.4
Lauderback ES	45.6%	42.1%	2457.7	2457.5
Vista Square	46.3%	39.1%	2457.7	2456.6

COMPARISON OF SPRING 2018 CAASPP (GRADE 5) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	49.7%	27.6%	2485.7	2465.6
Harborside	25.0%	11.1%	2439.9	2430.9
HGCS	57.2%	42.9%	2498.4	2506.7
Lauderback ES	43.5%	24.8%	2475	2461.7
Vista Square	39.0%	17.9%	2469.4	2444.6

COMPARISON OF SPRING 2018 CAASPP (GRADE 6) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	51.9%	26.1%	2525.7	2482.6
Harborside	47.4%	30.0%	2514.1	2487.9
HGCS	70.0%	61.9%	2539.1	2564.1
Lauderback ES	47.9%	32.0%	2525.1	2499
Vista Square	44.2%	33.7%	2518.6	2495.4

COMPARISON OF SPRING 2018 CAASPP (GRADE 7) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Chula Vista MS	38.6%	32.4%	2514.5	2501.5
Feaster	61.1%	40.0%	2568.9	2540.6
Hilltop Middle	41.8%	24.4%	2526.4	2501.2
HGCS	48.3%	37.9%	2535.9	2521.9

COMPARISON OF SPRING 2018 CAASPP (GRADE 8) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Chula Vista MS	34.3%	25.2%	2521.7	2504
Feaster	68.5%	57.5%	2600.4	2593.6
Hilltop Middle	40.9%	15.4%	2536.8	2480.5
HGCS	68.9%	17.2%	2576.4	2509

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2019 CAASPP BY GRADE LEVEL

The following charts provide a comparison of the Spring 2019 ELA and CAASPP results by grade level including the percentage of students that have met/exceeded standards (Level 3-4); and the Mean Scale Score for Howard Gardner and the schools of residence both Elementary and Middle Schools.

COMPARISON OF SPRING 2019 CAASPP (GRADE 3) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	49.2%	51.1%	2423.8	2430.9
Harborside	45.7%	36.2%	2410.6	2403.7
HGCS	20.0%	25.0%	2377.8	2396.4
Lauderback ES	41.8%	44.0%	2414.3	2421.4
Vista Square	57.1%	41.9%	2436.7	2419

COMPARISON OF SPRING 2019 CAASPP (GRADE 4) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	52.4%	42.2%	2474.9	2473.3
Harborside	37.4%	29.5%	2439.1	2442.6
HGCS	31.6%	31.6%	2405.8	2437.8
Lauderback ES	45.6%	42.1%	2457.7	2457.5
Vista Square	46.3%	39.1%	2457.7	2456.6

COMPARISON OF SPRING 2019 CAASPP (GRADE 5) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	57.8%	40.0%	2505	2498.9
Harborside	43.8%	16.7%	2466.9	2438.5
HGCS	31.0%	13.8%	2469.3	2449.1
Lauderback ES	43.5%	24.8%	2475	2461.7
Vista Square	39.0%	17.9%	2469.4	2444.6

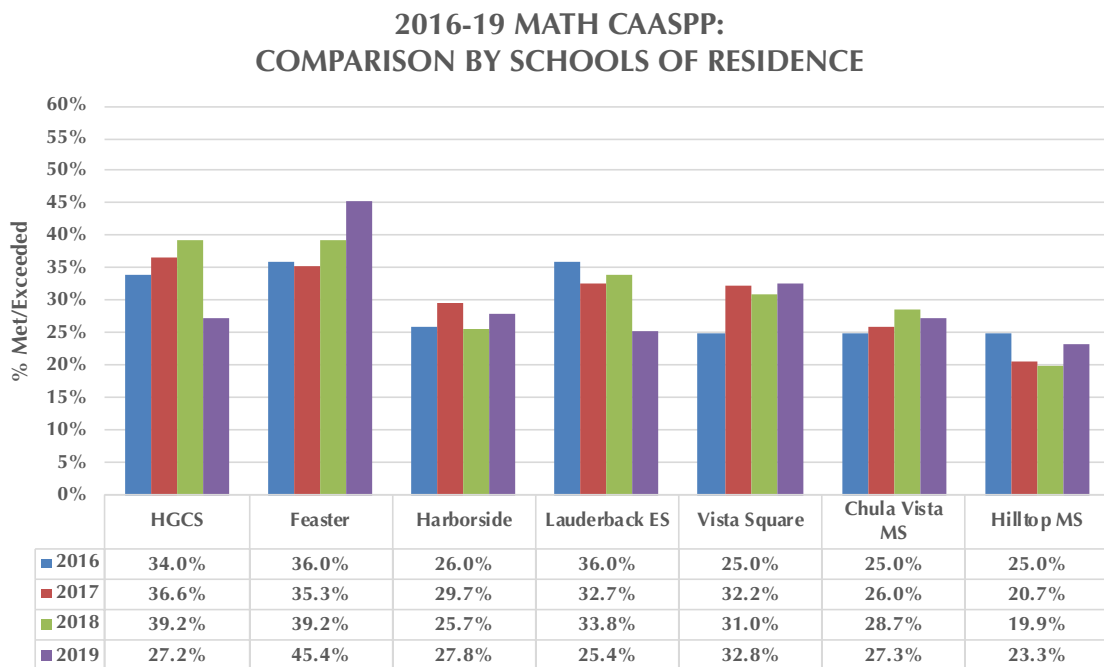
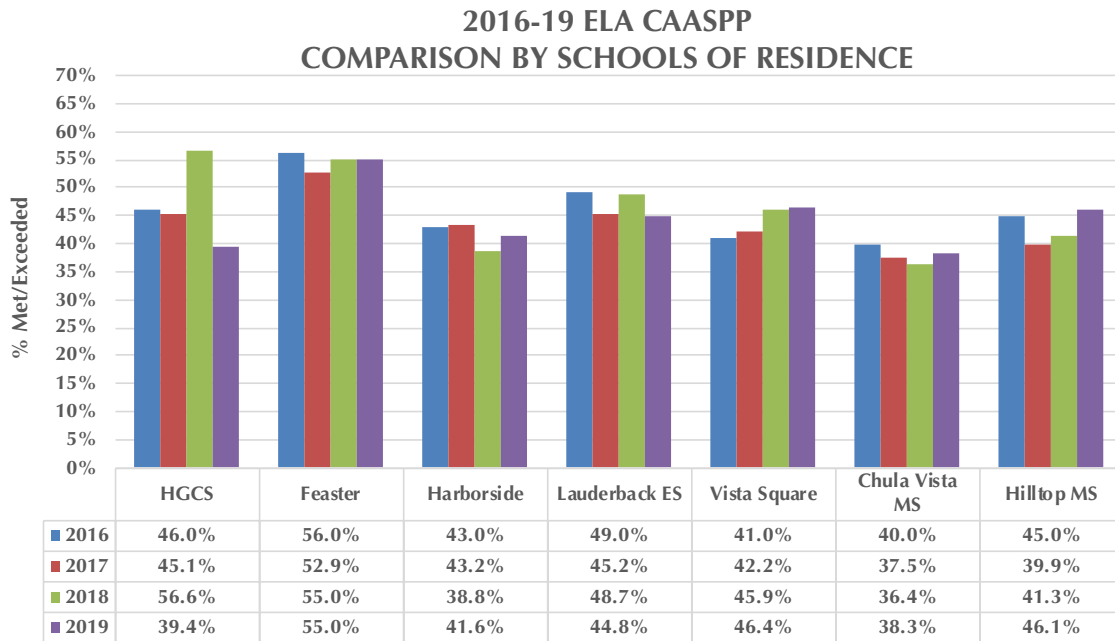
COMPARISON OF SPRING 2019 CAASPP (GRADE 6) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Feaster	56.2%	41.5%	2527.3	2513.7
Harborside	39.3%	28.6%	2504	2479.2
HGCS	32.1%	31.0%	2492.1	2465
Lauderback ES	47.9%	32.0%	2525.1	2499
Vista Square	44.2%	33.7%	2518.6	2495.4

COMPARISON OF SPRING 2019 CAASPP (GRADE 7) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Chula Vista MS	39.7%	28.4%	2512	2484.1
Feaster	55.9%	48.9%	2564.8	2550.6
Hilltop Middle	48.5%	26.7%	2542	2504
HGCS	69.0%	41.9%	2566.9	2550.9

COMPARISON OF SPRING 2019 CAASPP (GRADE 8) RESULTS				
SCHOOL	% MET/EXCEEDED		SCALE SCORE	
	ELA	MATH	ELA	MATH
Chula Vista MS	36.9%	26.2%	2526.6	2501.7
Feaster	60.8%	53.2%	2588.5	2580.3
Hilltop Middle	43.7%	20.0%	2544	2501
HGCS	43.3%	20.0%	2563	2516.8

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2016-2019

The following bar graphs provide a comparison of HGCS’s annual CAASPP performance for the past four years (term of the charter) and the schools of residence, our students would otherwise attend. Overall, HGCS CAASPP performance has far exceeded 5 of the 6 schools identified as shown below.



As demonstrated above, HGCS students perform comparably against students from schools where they would have otherwise attended in both ELA and Math.

In accordance with Education Code Section 47607.2(b)(3)(A), Howard Gardner Community School (HGCS) has included the following charts that illustrate the 2018-19 (Fall & Spring); and 2019-20 (Fall & Winter) NWEA MAP Assessment results by grade level and disaggregated by the following student groups: English learner and Students with Disabilities (SWD) as “verified data” to show measurable increases in academic achievement. The Spring 2020 NWEA MAP assessment was not administered as a result of school closure due to COVID-19.

2018-19 NWEA MAP RESULTS: READING										
GRADE LEVEL	FALL 2018			SPRING 2019			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	85th PERCENTILE EOY NORM
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	--	--	--	145.6	140.3	151	-	-	-	153
GRADE 1	151.2	148.7	140	161.9	158.4	145.3	10.7	9.7	5.3	173
GRADE 2	169.1	167	158.4	181.1	178.3	168	12	11.3	9.6	191
GRADE 3	180.1	178.8	165.3	184.6	184.2	169.5	4.5	5.4	4.2	202
GRADE 4	180.8	169.9	166.8	187.7	181.4	168.4	6.9	11.5	1.6	209
GRADE 5	200.2	198.7	198.3	200	211.5	181.7	-0.2	12.8	-16.6	214
GRADE 6	206.1	196.8	204.4	202.2	193.2	194.4	-3.9	-3.6	-10	218
GRADE 7	210.3	205.3	202	208.3	203.4	190	-2	-1.9	-12	222
GRADE 8	211.8	203.1	200.2	199.6	192.8	183.8	-12.2	-10.3	-16.4	225

2018-19 NWEA MAP RESULTS: MATH										
GRADE LEVEL	FALL 2018			SPRING 2019			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	85th PERCENTILE EOY NORM
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				
GRADE K	--	--	--	153.7	147.6	143.5	--	-	-	156
GRADE 1	146.2	143.9	126.3	170.4	164.5	134	2.8	20.6	7.7	176
GRADE 2	177.2	174.5	161	198.1	198.9	183.2	20.9	24.4	22.2	192
GRADE 3	180.8	178.2	170.8	194.7	194.8	179.3	13.9	16.6	8.5	204
GRADE 4	188.2	180	169.8	199.6	194.1	184.8	11.4	14.1	15	217
GRADE 5	204.3	203.2	200.7	207.9	217	193.7	3.6	13.8	-7	229
GRADE 6	207.4	200.3	197.8	210.6	205.6	197.6	3.2	5.3	-0.2	230
GRADE 7	219.1	216.6	211.3	218.6	213.5	205.7	-0.5	-3.1	-5.6	235
GRADE 8	218.2	210	201.5	211.2	206.4	195	-7	-3.6	-6.5	242

The 2020 MAP Growth Norms Study includes achievement and growth norms for grade levels within schools in addition to student achievement status and growth norms. School norms provide references for comparing how grade levels of students within a school compare, as a group to:

- The same grade level of students in another school
- The same grade level of students in public schools across the U.S.
- Source: [2020 NWEA MAP Growth Normative Data Overview](#)
-

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	FALL TO WINTER	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	--	--	--	136.7	--	--	-	-	-	9.63	1.43
GRADE 1	148.2	140.7	--	158.4	148.5	--	10.2	7.8	-	9.92	1.47
GRADE 2	165.2	157	--	175.5	164.7	--	10.3	7.7	-	8.85	1.44
GRADE 3	168.9	165.3	149	179.4	181	185	10.5	15.7	36	7.28	1.23
GRADE 4	183.7	185.5	171.3	184.2	185.2	172.7	0.5	-0.3	1.4	5.82	1.21
GRADE 5	186.8	180.7	162.7	195.1	192.7	180.7	8.3	12	18	4.64	1.15
GRADE 6	203.4	199.8	173.5	210	207.1	183	6.6	7.3	9.5	3.64	1.05
GRADE 7	202.1	187.8	185.3	200	191.5	196.3	-2.1	3.7	11	2.89	1.02
GRADE 8	211.6	200.3	192.5	216.8	208.4	193.5	5.2	8.1	1	2.51	1.18

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	FALL TO WINTER	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	--	--	--	136.2	--	--	-	-	-	10.57	1.36
GRADE 1	148	136	--	152.1	137.5	--	4.1	1.5	-	10.13	1.44
GRADE 2	165.3	157.9	139	178.7	167.1	149	13.4	9.2	10	9.03	1.30
GRADE 3	177.1	173.6	158	183	180.9	168.5	5.9	7.3	10.5	7.75	1.21
GRADE 4	191.8	189.7	173	194.3	195.4	190	2.5	5.7	17	6.50	1.16
GRADE 5	191.1	187.2	164.3	198.6	197.7	182	7.5	10.5	17.7	5.56	1.39
GRADE 6	208.4	207.6	198	215.4	213.8	197	7	6.2	-1	4.81	1.28
GRADE 7	205.6	196.6	199	209.2	199.5	203	3.6	2.9	4	3.83	1.19
GRADE 8	221.9	213.4	193	225.2	215.9	201	3.3	2.5	8	3.20	1.38

The Fall to Winter NWEA results demonstrate that HGCS students have demonstrated growth overall in reading and math, that exceeds the Fall to winter projected Mean.

Pursuant to Education Code Section 47607.2(b), “the chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal” and “[i]n addition . . . shall consider clear and convincing evidence showing . . . (A) The school achieved measurable increases in academic achievement” as demonstrated by verified data.

HGCS has demonstrated that its students have met and exceeded standards on CAASPP ELA and Math assessments at rates comparable to the schools its students would otherwise attend. In addition, the NWEA MAP performance for the past 2 years have also shown that students have improved on their NWEA Reading and Math assessments, for 2018-19 Fall to Spring; and 2019-20 Fall to Winter assessments.

As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.

**HGCS STUDENT DATA:
ENGLISH LEARNERS**

The following chart provides the total number of English Learners (EL) for the past 5 years.

ENGLISH LANGUAGE LEARNERS		
	TOTAL #	TOTAL %
2016-17	114	53.8%
2017-18	96	45.6%
2018-19	121	52.4%
2019-20	103	48.0%
2020-21	87	40.0%

The following chart provides the annual reclassification rates for English Learners. In 2018, the California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment. The ELPAC is aligned with the California English Language Development Standards. According to the 2019 CA Dashboard, 59.2% of our English Learners made progress towards English Language Proficiency, a ranking of “high,” as measured by the ELPAC.

RECLASSIFICATION RATE		
	TOTAL #	TOTAL %
2016-17	0	0.0%
2017-18	11	9.6%
2018-19	0	0.0%
2019-20	10	10.0%

Source: www.caschooldashboard.org

STUDENTS WITH DISABILITIES

Howard Gardner Community School provides a full inclusion educational model for Students with Disabilities. Our SELPA provider is El Dorado County Charter SELPA.

Howard Gardner Community School provides an inclusive educational model for Students with Disabilities in the least restrictive environment through the offer of a Free and Appropriate Public Education (FAPE). A multitude of services are offered at Howard Gardner such as:

Specialized Academic Instruction, Individual Counseling, Parent Counseling, Counseling and Guidance, Occupational Therapy, Speech and Language, Visual Services, Adaptive Physical Education, and Behavior Intervention Services. Special education teachers and general education teachers often collaborate to discuss student progress and present levels of performance. Accommodations, modifications, and strategies are shared with one another to ensure our students with special needs are provided with appropriate tools to be successful in the general education classroom.

STUDENTS WITH DISABILITIES		
	TOTAL #	TOTAL %
2016-17	27	12.7%
2017-18	35	16.3%
2018-19	40	17.3%
2019-20	39	18.0%
2020-21	43	19.9%

Education Specialists and Paraprofessionals push into classrooms to assist students with special needs and their access to the general education curriculum. Pull out services are offered for closer instruction based on student needs. This time is specific but not limited to: Individualized Education Plan (IEP) goal work, foundational skill practice, data tracking, assessment practice, and small group instruction. Pre-teaching and re-teaching opportunities exist within support services as well. Students with special needs are more involved in creating their IEP goals and collecting data on their progress which has made a positive impact on our student's motivation to reach their goals. They are also more involved in tracking data on their scores for the following assessments: Smarter Balanced Assessment Consortium (SBAC), NWEA Measures of Academic Progress (MAP), and Developmental Reading Assessment (DRA). Student data tracking also takes place in regard to foundational skills such as knowledge of sight words and multiplication facts. This new approach has assisted with accountability for all stakeholders, including students, to ensure there is growth. IXL, Read Naturally, and Reflex Math are interventions in place to assist students in their educational development by subject. These intervention programs assist in focusing on foundational skills, fluency, comprehension, and more.

AVERAGE DAILY ATTENDANCE

The following chart provides the annual attendance rates which have improved annually and currently exceeds 95%.

ATTENDANCE RATES	
	TOTAL %
2016-17	94.0%
2017-18	94.7%
2018-19	94.7%
2019-20	95.6%

CHRONIC ABSENTEEISM RATES

The Chronic Absenteeism indicator is based on the number of students who were absent for 10 percent or more of the total instructional school days. For example, most schools have 180 instructional days; if a student is absent 18 or more of those days, the student would be considered chronically absent. The Dashboard reports chronic absenteeism *only* for grades K–8.

The Chronic absenteeism eligible enrollment uses the cumulative enrollment and removes students that were not eligible to be considered chronically absent. Those not eligible include students who attended less than 31 instructional days, or were enrolled but did not attend the school, and therefore not eligible to be considered chronically absent. Student with exempt status are also removed from chronic absenteeism eligibility per CDE guidelines. Students are considered to be exempt if they are enrolled in a Non-Public School (NPS), receive instruction through a home or hospital instructional setting or are attending community college full-time.

The following chart provides the chronic absenteeism rate for HGCS for the 2017-18 and 2018-19 school year, data used for the Fall 2019 Dashboard; schoolwide and by all numerically significant student groups. Source: <https://dq.cde.ca.gov>

HOWARD GARDNER COMMUNITY SCHOOL						
	2017-18			2018-19		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	221	29	13.1%	241	32	13.3%
HISPANIC	198	27	13.6%	214	28	13.1%
EL	101	17	16.8%	125	24	19.2%
HOMELESS	9	1	11.1%	19	8	42.1%
SOC. ECON DISADV.	202	26	12.9%	218	31	14.2%
SWD	42	6	14.3%	46	7	15.2%

The following chart provides a comparison HGCS's chronic absenteeism with CVESD, SD County, and the State of California. Note: Chronic absenteeism rates are calculated only for grades K-8, per CDE guidelines. Source: <https://dq.cde.ca.gov>

CHRONIC ABSENTEEISM: COMPARISON DATA						
	2017-18			2018-19		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
HGCS	221	29	13.1%	241	32	13.3%
CHULA VISTS ESD	31,448	1,803	5.7%	31,484	1,904	6.0%
COUNTY	524,803	57,576	11.0%	519,111	56,926	11.0%
STATE	6,315,131	702,531	11.1%	6,258,845	755,950	12.1%

Our school's annual attendance rate has exceeded 95% ADA, however chronic absenteeism rates have increased from 2017-18 to 2018-19. Despite numerous efforts enacted in the 2018-19 school year, including communicating with families on the importance of school attendance, the impact on student academic outcomes, and

recognizing students for perfect attendance and improved attendance rates, our school's chronic absenteeism rate rose from 13.1% in 2017-18 to 13.3% in 2018-19. As a result, our Leadership Team conducted a root cause analysis with each student/family that was chronically absent to identify patterns, causes, provide support, incentives, develop and implement methods and strategies to decrease chronic absenteeism rates and developed an Attendance Improvement Plan. Our staff has also implemented the following strategies recommended by [Attendance Works](http://www.attendanceworks.org) that includes: Source: www.attendanceworks.org

1. Engaging Students and Parents through a welcoming school environment and informing them of the negative effects of chronic absenteeism.
2. Recognizing good and improved attendance.
3. Identifying barriers to attendance (hunger, access to healthcare, homelessness, transportation challenges).
4. Developing Programmatic Responses to Barriers: using qualitative and quantitative information to examine what factors are affecting attendance (establishing uniform closets, child welfare, incarcerated parent, launching walking school buses, providing tutoring, etc.).

These strategies are embedded in our Multi-tiered System of Supports. HGCS has identified three levels of support:

1. Universal Support (all students)
2. Supplemental Support
3. Intensive Support

Attendance data is monitored daily by the Executive Director, who receives daily, weekly and monthly reports from the Attendance Clerk. Students identified for Supplemental or Intensive Support are monitored by the MTSS Leadership Team to determine and assess root cause analysis, develop an Action Plan, consistent communication with parents/guardians, provided caring mentors, and/or coordinated school inter-agency response.

SUSPENSION RATE INDICATOR

All LEAs and schools with 30 or more students enrolled for at least one day anytime within the school year in K-12 in both the current and prior year will receive a performance level (color) for this indicator in their dashboard.

In Dataquest, student who have any suspensions, regardless of the length of the suspension are included in the calculation of the suspension rate. In the Dashboard, however, students are only included in the suspension rate if they have an aggregated suspension of at least one full day.

HGCS has implemented Social-emotional Learning initiatives through our Multi-tiered System of Supports that include: Zones of Regulation curriculum which teaches students to self-regulate; and after-school program that includes Girls empowerment; and Boys to Men Mentorship. HGCS has partnered with South Bay Community Services that provides

families with referral services. In addition, our Counselor and School Psychologist provide counseling services; and our Speech Therapist also provides social group counseling services for students in grades K-2.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	228	6	4	1.8%	50.0%	50%
HISPANIC	205	6	4	2.0%	5.0%	50%
ELL	106	1	1	0.9%	100.0%	0%
HOMELESS	11	1	1	9.1%	100.0%	0%
SOC. ECON DISADV	206	4	*	1.9%	*	*
SWD	44	3	*	6.8%	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	251	6	6	2.4%	100%	0%
HISPANIC	222	4	4	1.8%	100%	0%
ELL	133	3	3	2.3%	100%	0%
HOMELESS	19	1	1	5.3%	100%	0%
SOC. ECON DISADV	225	4	4	1.8%	100%	0%
SWD	46	2	2	4.3%	100%	0%

The following charts reflect the 2017-18 and 2018-19 school years suspension data for HGCS, CVESD, SD County and the State of California. The data includes cumulative enrollment, total number of students suspended, the Unduplicated Count of Unduplicated Students Suspended, Suspension rate, the percentage of students suspended once; and the percentage of students suspended more than once. Source: <https://dq.cde.ca.gov>

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
HGCS	228	6	4	1.8%	50.0%	50.0%
CHULA VISTS ESD	31,987	346	237	0.7%	79.3%	20.7%
COUNTY	533,142	23,087	15,088	2.8%	72.7%	27.3%
STATE	6,384,919	363,406	223,867	3.5%	69.4%	30.6%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
HGCS	251	6	6	2.4%	100.0%	0.0%
CHULA VISTS ESD	31,989	347	252	0.8%	79.8%	20.2%
COUNTY	526,792	23,522	15,381	2.9%	72.8%	27.2%
STATE	6,329,883	354,516	219,446	3.5%	70.0%	30.0%

ACCOMPLISHMENTS

The following is a list of accomplishments over the past 4-years:

1. In late Spring 2018 Howard Gardner Community School was the recipient of the Cohort 3 Multi-tiered System of Supports (MTSS) Grant Initiative. Our school applied for this grant in order to develop and implement a comprehensive, systemic, research-based school wide system of supports to address the academic, social-emotional and behavioral challenges that our students face and provide our educators the tools they need to maximize instruction, improve student engagement, and student academic outcomes. In the 2018-19 school year, HGCS's leadership team comprised of the Executive Director, Educational Specialist, School Psychologist and Interventionist, participated in a year-long robust professional development training at the San Diego County Office of Education to develop a MTSS Implementation Plan for the 2019-20 school year. This plan was developed with the input and feedback from our staff, students and parents, to ensure fidelity of our program, buy-in, and hold all adults accountable for improving student outcomes.
2. In 2019, HGCS was the recipient of the KaBOOM grant which provided the financial and physical resources for establishing state-of-the-art playground equipment with the support of HGCS staff, students, and community members.
3. In 2017 and 2019, HGCS students participated in the annual Chula Vista Starlight Parade and was the recipient of the "Best Theme" Award for our Nutcracker Float in 2019.
4. In 2020, HGCS students earned 2nd place in the Educational category at the San Diego Martin Luther King, Jr. Parade.
5. HGCS has successfully developed partnerships with Community-based Organizations that support our Mission and Vision:
 - a. BeUtmost, Inc. - Provides a rigorous standards-aligned physical education program for all students; including before/after school enrichment, and intramural sports for the past 3 years.
 - b. Since 2018, Boys to Men Mentoring - Provides essential mentoring for our 7th & 8th grade adolescent boys.
 - c. SUHSD Middle School Athletic League (MSAL) 2017-2019 - boys basketball, co-ed flag football, girls volleyball, and co-ed soccer
6. "Queen code" elective offered for female middle school students from 2018-present for mentoring and social emotional learning.
7. In Summer 2020, HGCS became a "Provision 2" school which allows for all students to receive free lunches.
8. HGCS offered Hip Hop and Folklorico Electives were offered to students starting in 2016
9. In 2018 & 2019 - HGCS Students performed Ballet Folklorico during Day of the Child Festivities.

10. Various multicultural events are incorporated throughout the school year to celebrate the diversity of the HGCS community.

- a. Music/dance performances from Cuba, Africa, Philippines, and the Kumeyaay tribe
- b. Chinese New Year
- c. Black History Month
- d. Holi celebration
- e. Mardi Gras celebration (i.e. Stilt walkers)
- f. Filipino-American History Month
- g. Native American History Month

11. The HGCS community has had the opportunity to participate in the following community events on an annual basis:

- a. Fall Festival
- b. Holiday Show
- c. Talent Show
- d. 6th grade camp

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 pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(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, 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 those goals. Education Code Section 47605(c)(5)(A)(ii)

MISSION

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.

VISION

We will create and foster a community of lifelong learners who are primed for success in the 21st century.

We pledge to thoughtfully educate students of all academic and developmental levels using Howard Gardner’s Multiple Intelligences as our framework.

We continually strive to improve our instruction through professional development and cutting-edge, research based practices.

Our rigorous and progressive curriculum will foster student engagement and our teachers will facilitate and promote the qualities of passion, imagination, adaptability, perseverance, courage, self-awareness, and curiosity.

We will utilize the data obtained from formative and summative assessments to help guide our instruction.

We believe children are most successful when staff, students, and families work together.

We will ensure that our students will flourish in a highly supportive environment that values the “whole child” educational experience – from academic rigor to creative expression and leadership development.

Educational Philosophy

At Howard Gardner we strive to educate the whole child. We want to create a child-centered, caring atmosphere with high expectations for all of its students. Highly rigorous programs that are well structured will excite and engage each child. Child-centered, motivating and transformational in nature, children will find their own strengths while building on those areas they struggle with continual monitoring of each child through curriculum and standards-based testing will ensure that instruction is targeted to individual needs and will ensure all students achieve academic success.

We believe that children are naturally curious about their world and have a desire to learn. We embrace a philosophy that addresses the needs of the whole child as well as practicing current, research-based education with an emphasis on *Multiple Intelligences (MI)* theory. We seek to offer opportunities for children to develop their strengths whether through music, art, theatre, kinesthetically, logically, visually, interpersonal or intrapersonal or through nature. MI theory will be embedded through a Common Core curriculum as well as being offered through electives during the school day.

We believe that all humans can learn, including those who have been identified as having cognitive delays, learning disabilities, sensory impairments, or emotional/behavioral impairments. We believe an emphasis on Multiple Intelligences and a child-centered approach that emphasizes a child's strengths will realize every child's potential. We believe that the environment a child exists in can impact performance in more ways than a child's own particular strengths or weaknesses and we aspire to ensure that all children will feel welcome and loved in order for them to learn.

We believe that all children deserve to interact with all of their peers whatever their limitations may be. We believe in a philosophy of inclusion and aspire, as much as possible, to ensure that all students experience their education with developmentally appropriate peers whenever feasible.

We believe the following learning theories will best support children's learning at our school:

- Multiple Intelligences
- Transformational Learning
- Maslow's Hierarchy of Needs

Multiple Intelligences

In 1983, Howard Gardner wrote the book, Multiple Intelligences that subscribes to the philosophy that there are not just one or two intelligences that most IQ and standards-based achievement tests rely on. There are, in actuality, at least 8 intelligences. These are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")

- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

"I believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination ... [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them." (Gardner, Multiple Intelligences: New Horizons, 2006.)

Transformational Learning

Transformation Learning or TL, as advanced by Dr. Daniel S. Janik MD PhD, comes out of neurobiological research about how learning actually occurs. It is based on research about how the brain works and "is curiosity-based, discovery-driven, mentor-assisted, and highly transformative in nature".

Transformation Learning or TL then is, what happens in an "Ah Ha" moment. TL is what happens in that "teachable moment" during a class discussion. TL is what happens when a person has the opportunity to work and play with others who are not like them, such as having a child with Downs Syndrome or Cerebral Palsy in their class and becoming that child's friend. TL is what happens when a child listens to a person speak about their experience during the Holocaust or visits the Museum of Tolerance.

We are committed to providing experiences to children that will not just teach them, but transform them into positive leaders that will extend throughout their lifetime.

Transformational Learning aligns with Psychologist and educational theorist Lev Vygotsky. Vygotsky said that the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." and, teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement. (1978)

HOW LEARNING BEST OCCURS

We used **Maslow's Hierarchy of Needs** as a framework to identify How Learning Best Occurs. Abraham Maslow wrote "The Theory of Motivation" in which he proposed that all individuals have a desire to realize Self-Actualization which is to become everything that one is capable of becoming. He theorized that without other basic needs, however, individuals will not come to that place of self-actualization.

Physiological Needs

Learning best occurs when students are physically fit and healthy. The time and resources spent on taking care of children's health and well-being is an essential building block for

learning to take place. We believe that healthy children are happy children, and happy children are naturally curious and seek learning experiences.

Safety Needs

Learning best occurs when students feel safe, in their school, in their classrooms, and in their homes and community. We will ensure that every child feels safe. We are intolerant of bullying and harassment and children will learn to be respectful of each other and themselves.

Belonging

Learning best occurs when students feel loved, safe, and accepted by the community they are a part of. Our name “Howard Gardner Community Charter” was chosen purposefully. We included the word “Community” in the name because we would like to establish a place where every child is truly a part of a family or village that we all are raising. We see that our children are losing touch with their sense of community in a fast-paced, technologically distracted, and transient populated society. We understand and appreciate that the hard job is not in teaching a child, but raising a child- and we seek a partnership with the parent who may seek help in parenting while we will look to parents to make us better teachers.

Learning best occurs when students are given opportunities to make a difference in their world and see the power of their own actions in effecting change. We believe that children must be given opportunities not only to learn, demonstrate and display their work, but beyond that, to contribute to their community in a culturally valued way. As children engage in their community, plan and interact to apply their intelligences in a meaningful way, they are empowered by seeing the impact of their actions on those around them in the real world. (Moran, 2009.) We believe this opportunity to make a difference is a powerful motivator for even the youngest and most at-risk children to succeed and build confidence in their ability to create a better future for themselves, their families and community.

Learning best occurs when students are given opportunities to share experiences with people that are different than themselves. We believe strongly that all children should have an opportunity to interact with various peers that may be different from themselves. It is unfortunate when the public school system still requires some students who have been labeled as disabled are not given enough opportunities to interact with similar peers. Even when these opportunities are given in some schools, we feel that these opportunities are limited. We feel that “normally” functioning students lose out on these opportunities as well. We know that children who have had experiences and friendships with children, who are unlike themselves, grow to be compassionate, tolerant adults who will stand up for individuals who often cannot stand up for themselves. While we plan on offering a continuum of instruction for children with disabilities with a range of instructional programming, our philosophy towards children of special needs is one of inclusion.

Esteem

Learning best occurs when children have confidence and believe they can succeed. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. "It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences ... **If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.**" (Gardner, 2006.)

Need to Know and Understand

Learning best occurs when teachers and staff agree that children are naturally curious about their world and have a desire to learn. Teachers must have high expectations of their students, while being aware at all times, through assessments and data, where their students are at so that instruction is appropriate to their individual levels. Teachers must understand Vygotsky's theory of the "Zone Of Proximal Development" wherein they can identify their students ZPD in order to scaffold students learning at that level.

Learning best occurs when expectations are high and appropriate. We believe that learning best occurs when expectations are high, yet appropriate to a child's developmental, emotional and cognitive levels. Children want to be challenged and they have the desire to learn. An effective educational program must begin with explicitly-stated, expected outcomes. In the process of teaching, children shall be given appropriate, individualized support to achieve the stated goals, and meaningful opportunities to demonstrate their accomplishments and successes. On-going communication between students, faculty and families must occur to facilitate ongoing analysis of each student's learning in the context of these stated objectives. Psychologist and educational theorist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." Teachers scaffold the learning of students and differentiate instruction in order to lead all students to academic growth and achievement. (Da Vinci charter)

Learning best occurs when assessments are used to identify weaknesses in our program and students' progress, validate strengths, and improve our curriculum, teaching and student learning. We believe that assessment should be ongoing and holistic, and that effective data systems can help educators continually assess and refine their curriculum's impact on each individual child throughout the school year.

Learning best occurs when students are given ample opportunities to develop their strengths while tailoring instruction individually to improve upon weaker skills. Finding students strengths and tailoring lessons to student's interests, will not only motivate, but

will give the student opportunities of success. On the heels of success comes an opportunity to work on weaker skills the student may struggle with "People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potential across the intellectual spectrum." (Gardner, 2009.)

"After two decades of considering the educational implications of MI theory, I have concluded that two are paramount. First, educators who embrace MI theory should take differences among individuals seriously and should, inasmuch as possible, craft education so that each child can be reached in the optimal manner ... Second, any discipline, idea, skill, or concept of significance should be taught in several ways. These ways should, by argument, activate different intelligences or combinations of intelligences. Such an approach yields two enormous dividends. First, a plurality of approaches ensures that the teacher (or teaching material) will reach more children. Second, a plurality of approaches signals to learners what it means to have a deep, rounded understanding of a topic. Only individuals who can think of a topic in several ways have a thorough understanding of that topic; those whose understanding is limited to a single instantiation have a fragile grasp." (Gardner, Birth and the Spreading of a "Meme," Multiple Intelligences Around the World, 2009.)

To this end, we seek multiple approaches to learning in order for every child to achieve to their fullest potential, on both measurable, standards-based assessments, as well as in an array of other important areas that create a balanced and happy child who will be a lifelong successful learner.

Aesthetic Needs

Today's youth have vast knowledge at their fingertips but are forlorn for wisdom and thoughtfulness.

Learning best occurs when aesthetic needs are allowed to nurture and develop, with care and expertise. Beyond a need to know and understand the world, we believe that humans are uniquely human because they seek out beauty and art, music and theatre, dance and showmanship, craft and nature. All of these are aesthetic needs and are included in Maslow's hierarchy of needs as well as Gardner's Multiple Intelligences. They are also teaching the age old classics of beauty, love, and reason through art, science, nature, music, language, mathematics and philosophy.

Learning best occurs when it affects students on an emotional and compassionate level.

Providing meaningful "real-world" experiences with others whom they have not had experiences with creates a life-long "transformational" experience that we consider true learning. Examples of these experiences include interacting with other persons who have significant disabilities in meaningful ways. We provide an inclusion model of instruction for Students with disabilities. It also may include field trips and working with mentors in various fields and from various backgrounds within the community. It may also include going to an Opera or simply having a "teachable moment" in the classroom. These are a

few examples of how we feel learning best affects students on an emotional and compassionate level and we will strive to bring these types of experiences to our students.

Self-Actualization

Learning best occurs when an attitude and culture of acceptance and high expectations is nurtured at the same time. We believe these two things of acceptance and high expectations, that may seem dichotomous to some, can and should exist for all students to succeed.

Self-actualization is to become everything that one is capable of becoming. We believe that every individual has the right to pursue this endeavor and should be given the opportunities to do so.

Good Teachers

Learning best occurs when students have excellent teachers.

The evidence is clear that the key to be a successful adult is having a positive person in his/her life as a child. That positive person, for many students who would have otherwise failed, given their environment and circumstances, is most often a teacher.

We are also glad that finally teachers are being held accountable through measurable means through test scores for their performance. A child should not have to experience one year with a teacher that has, year after year, failed to teach students. A good teacher is not just defined by the test scores of its students, however, although this is a natural result of good teaching. Good teachers have certain qualities and attitudes. Research shows how learning best occurs when a student has a teacher who:

- Genuinely respects his/her students and their intellectual capabilities.
- Is enthusiastic about the subject they are teaching.
- Guides students through the learning process, not just dispensing information.
- Is able to reflect on his or her own performance and then to change it. Good teachers “know how to learn and how to make decisions informed by theory and research from many bodies of knowledge and also is informed by feedback from school and classroom evidence in particular contexts.” (McLeskey and Ross from Byrnes, 2009). “Good teachers are rarely satisfied with their teaching. They constantly evaluate and modify what they do.” (UC Berkeley, 1994)
- Understands deeply their impact on their students’ lives. “Good teachers treasure the small moments of discovery in the classroom and the more enduring effect they have on students’ lives.” (UC Berkeley, 1994).
- Sees teaching as something that is “remarkably integrated “(UC Berkeley, 1994) with the rest of their lives. Teaching is not just a paycheck, a job, or a pension.
- Has a sense of humor. “A good teacher creates an atmosphere of mutual respect and fairness in the classroom, providing opportunities for “active learning” and humor to encourage pupil engagement, making learning interesting, and explaining things clearly. (Broadfoot, fr. Baker, 2008).

We will actively seek teachers with these characteristics and attitudes.

Learning best occurs when teachers are respected and valued as professionals and artists of their craft. Just as teachers must genuinely respect students and their intellectual capacities, so must administrators of schools respect their teacher's. Evidence from international studies has shown that "the highest quality teaching and learning comes when we have the greatest autonomy for the teacher and the learner." (Professor Patricia Broadfoot Vice Chancellor of the University of Gloucestershire and former Professor of Education). Furthermore, seeking the direct input of the teacher at the school will have the best results in ensuring that what we want to happen will happen.

We expect that all of our students will grow, learn, thrive and be happy!

WHAT DOES IT MEAN TO BE EDUCATED PERSON IN THE 21ST CENTURY?

"The world is changing faster than ever in our history. Our best hope for the future is to develop a new paradigm of human capacity to meet a new era of human existence. We need to evolve a new appreciation of the importance of nurturing human talent along with an understanding of how talent expresses itself differently in every individual. We need to create environments – in our schools, in our work-places and in our public offices- where every person is inspired to grow creatively. We need to make sure that all people have the chance to do what they should be doing to discover the Element in themselves and in their own way." Sir Ken Robinson, PhD.

An educated person in the 21st century is a well-rounded, capable individual who is able to navigate the world in a thoughtful way. A child who is currently attending Howard Gardner Community Charter will live in a different world when he/she is our same age. We cannot know now what knowledge they will be expected to have in that time. Our age is driven by information and they must have the know-how to find the information they require.

Children of the 21st century must be continuous learners and our role as educators must change from those who have the knowledge to those who are able to motivate and facilitate learning. 21st century learners must be able to take on various challenges with strength, integrity and responsibility. They must be flexible in their thinking but steady in their character in order to face challenges with strength.

TARGETED STUDENT POPULATIONS AND COMMUNITY INTEREST

HCGS currently serves 216 students in grades TK-8 that includes 19.9% Students with Disabilities, 48% English Learners, 82% students who qualify for free/reduced price lunch; and 86% Socio-economically Disadvantaged.

Howard Gardner Community School is truly a "community" school with student demographics that reflects the community of the west side of Chula Vista. This is clearly shown in the data table below that showcases the HGCS's diverse population of students with numbers that currently exceed those of the District. HGCS serves a significantly high proportion of socio-economically disadvantaged families with an outstanding and

academically rigorous and research-based educational program that supports the academic, behavioral, and social-emotional needs of all students and their families, through a Multi-tiered System of Supports (MTSS).

HCGS reflects a model of diversity which is needed by the community of west Chula Vista, in the same sense that our school is in need of the community as well. In addition, HGCS staff and families are actively involved in the community; and our students regularly participate in community-wide events. Our consistent participation and involvement within the community over the past 4 years has resulted in an effective outreach tool, to encourage prospective students and families to join HGCS’s school community. Howard Gardner Community School has been successful in truly meeting the “unmet” needs of children and families in the community of west Chula Vista.

RACIAL/ETHNIC DEMOGRAPHICS: PERCENTAGES									
	AFRIC-AM	AM IND	ASIAN	FILIPINO	HISPANIC	PAC ISL	WHITE	2+ RACES	NR
2016-17	4.2%	0.9%	0.5%	0.9%	86.8%	0.5%	5.2%	0.9%	0.0%
2017-18	2.8%	0.5%	0.9%	0.9%	89.3%	0.9%	4.2%	0.5%	0.0%
2018-19	2.2%	0.0%	3.5%	13.0%	89.6%	0.9%	2.2%	0.4%	0.0%
2019-20	2.8%	0.0%	1.8%	0.9%	93.1%	0.5%	0.9%	0.0%	0.0%
2020-21	2.0%	0.0%	2.0%	0.0%	94.0%	0.0%	1.0%	0%	1.0%

PROJECTED STUDENT ENROLLMENT

The following chart provides HGCS’s projected enrollment for the term of the charter:

PROJECTED ENROLLMENT BY GRADE LEVEL										
	TK/K	1	2	3	4	5	6	7	8	TOTAL
2021-22	25	25	19	23	20	25	24	32	32	225
2022-23	25	25	25	19	23	22	27	32	32	230
2023-24	25	25	25	25	19	23	29	32	32	235
2024-25	25	25	25	25	25	20	30	32	32	239
2025-26	25	25	25	25	25	25	30	32	32	244

INSTRUCTIONAL MINUTES

Howard Gardner Community School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, except when otherwise required by law, and the number of school days required by Title 5, California Code of Regulations Section 11960.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	118	365	26	155	36	190	0	0	180	36000	53940	17940
1	Yes	118	365	26	185	36	220	0	0	180	50400	55800	5400
2	Yes	118	365	26	185	36	220	0	0	180	50400	55800	5400
3	Yes	118	365	26	185	36	220	0	0	180	50400	55800	5400
4	Yes	118	365	26	185	36	220	0	0	180	54000	55800	1800
5	Yes	118	365	26	185	36	220	0	0	180	54000	55800	1800
6	Yes	118	365	26	205	36	220	0	0	180	54000	56320	2320
7	Yes	118	365	26	205	36	220	0	0	180	54000	56320	2320
8	Yes	118	365	26	205	36	220	0	0	180	54000	56320	2320

ACADEMIC CALENDAR & SCHEDULE

At Howard Gardner Community School the academic school year starts in July and ends in June, a year-around school year calendar, with a total of 180 instructional days.

Howard Gardner Community School	
2020-2021 School Year Calendar	
180 School Days	
July 2020	July
Su M Tu W Th F Sa	3 Friday Independence Day - Legal Holiday - No School
5 6 7 8 9 10 11	16 Thursday Orientation / Meet & Greet
12 13 14 15 16 17 18	13-17 Mon-Fri Teacher Preparation Work Days- No School
19 20 21 22 23 24 25	20 Monday Students Report to School
26 27 28 29 30 31	20-21, 23-24 Mo, Tu, Th, Fr Student Assessment Week / Early Release Days
	End of first school month, 10 days taught + 5 teacher prep work days
August 2020	August
Su M Tu W Th F Sa	
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	
	End of second school month, 21 days taught
September 2020	September
Su M Tu W Th F Sa	7 Monday Labor Day - Legal Holiday - No School
1 2 3 4 5	14-15, 17-18 Mo, Tu, Th, Fr Parent Teacher Conferences / Early Release Days
6 7 8 9 10 11 12	21-30 Mon-Fri Fall Break
13 14 15 16 17 18 19	
20 21 22 23 24 25 26	
27 28 29 30	
	End of third school month, 13 days taught
October 2020	October
Su M Tu W Th F Sa	1-2 Tues-Fri Fall Break
4 5 6 7 8 9 10	5 Monday Teacher Preparation Work Day - No School
11 12 13 14 15 16 17	6 Tuesday School Resumes - Students Report to School
18 19 20 21 22 23 24	
25 26 27 28 29 30 31	
	End of fourth school month, 19 days taught + 1 teacher prep work day
November 2020	November
Su M Tu W Th F Sa	11 Wednesday Veterans Day - Legal Holiday - No School
1 2 3 4 5 6 7	23-27 Mon-Fri Thanksgiving Week Break
8 9 10 11 12 13 14	26 Thursday Thanksgiving Day - Legal Holiday - No School
15 16 17 18 19 20 21	27 Friday In lieu of Holiday- CA Admission Day
22 23 24 25 26 27 28	
29 30	
	End of fifth school month, 15 days taught
December 2020	December
Su M Tu W Th F Sa	14-15, 17-18 Mon-Fri Student Assessment Week / Early Release Days
1 2 3 4 5	21-31 Mon-Fri Winter Break
6 7 8 9 10 11 12	23, 24 Wed-Thu Declared Holiday - No School
13 14 15 16 17 18 19	25 Wednesday Christmas - Legal Holiday - No School
20 21 22 23 24 25 26	31 Monday Declared Holiday - No School
27 28 29 30 31	
	End of sixth school month, 14 days taught
January 2021	January
Su M Tu W Th F Sa	1 Friday New Year's Day - Legal Holiday - No School
3 4 5 6 7 8 9	4-8 Mon-Fri Winter Break Continues
10 11 12 13 14 15 16	11 Monday Teacher Preparation Work Day
17 18 19 20 21 22 23	12 Tuesday School Resumes - Students Report to School
24 25 26 27 28 29 30	12, 14-15 Tues-Fri Student Lead Conferences / Early Release Days
	18 Monday Dr. Martin Luther King Jr. Day - Legal Holiday - No School
	End of seventh school month, 13 days taught + 1 teacher work day
February 2021	February
Su M Tu W Th F Sa	12, 15 Fri and Mon President's Day Weekend - Legal Holiday - No School
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	
	End of eighth school month, 18 days taught
March 2021	March
Su M Tu W Th F Sa	15-16, 18-19 Mon-Fri Parent Teacher Conferences / Early Release Days
1 2 3 4 5 6	22-31 Mon-Fri Spring Break
7 8 9 10 11 12 13	26 Friday Declared Holiday
14 15 16 17 18 19 20	29 Monday Cesar Chavez Day - Holiday - No School
21 22 23 24 25 26 27	
28 29 30 31	
	End of ninth school month, 15 days taught
April 2021	April
Su M Tu W Th F Sa	1-2 Wed-Fri Spring Break
4 5 6 7 8 9 10	5 Monday Declared Holiday - No School
11 12 13 14 15 16 17	6 Monday School Resumes - Students Report to School
18 19 20 21 22 23 24	
25 26 27 28 29 30	
	End of tenth school month, 20 days taught
May 2021	May
Su M Tu W Th F Sa	24-25, 27-28 Mon-Fri Student Assessment Week / Early Release Days
1 2 3 4 5 6 7 8	31 Monday Memorial Day - Legal Holiday - No School
9 10 11 12 13 14 15	
16 17 18 19 20 21 22	
23 24 25 26 27 28 29	
30 31	
	End of eleventh school month, 20 days taught
June 2021	June
Su M Tu W Th F Sa	1-3 Thursday Early Release Days
4 5 6 7 8 9 10 11 12	3 Thursday Last Day of School for Students / Early Release Day
13 14 15 16 17 18 19	4 Friday Teacher Preparation Work Day
20 21 22 23 24 25 26	
27 28 29 30	
	End of twelfth school month, 3 days taught + 1 teacher work day
(26 Days) Early Release Day: Tk/K 8:30-12:00, Gr. 1-8 8:30-12:30	(118 Days) Regular Days: Tk/K 8:30-3:00, Gr. 1-8 8:30-3:30
(36 Days) Minimum Day: Tk/K 11:20-3:00, Gr. 1-8 11:20-3:30	(8 Days) Teacher Work Day - No School
Holidays - No School	Breaks - No School

Howard Gardner Community School’s instructional program is built around English Language Development (ELD) and Special Education 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, occupational therapy, and other applicable 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 the majority of the day.

English Learner (EL) students are also included in the general education program with additional assistance through designated and integrated ELD instruction throughout the day.

In addition, the school provides tutoring to students after school for students who are in need of academic support.

Curriculum and Instructional Design

Our curricular goals center on providing an equal access to education for our *entire* population, as well as meeting and/or exceeding the following State Standards:

- English Language Arts Standards (CCSS)
- Mathematics Standards (CCSS)
- Next Generation Science Standards (NGSS)
- CA Content for History & Social Science
- English Language Development Standards

Our charter is based on our namesake, Howard Gardner, and his “Theory of Multiple Intelligences.” An educational theorist, Howard Gardner felt that only two types of modalities, erroneously, are really valued in the education setting: linguistic and logical-mathematical modalities. He also noted that “the biggest mistake of past centuries of teaching has been to treat all students as if they were variants of the same individual and, thus, to feel justified in teaching them all the same subjects in the same way.” At HGCS, we maintain that when we take time to get to know our students and survey their individual Intelligences, we can further support and engage them, increasing the odds that what they learn will be committed to long term memory. Based on yearly “Intelligence Assessments” we introduce diverse modalities daily, building lessons that are standards-focused but approached in creative ways. We design our lessons creatively around them Intelligences of our students using Visual-Spatial, Musical, Bodily-Kinesthetic, Naturalist, Interpersonal, and Intrapersonal means – as well as those that are linguistic or logical-mathematical. It is not uncommon to see and hear our campus literally come alive with learning. Students learn science through song and in nature, student drawings (not teacher pre-purchased ones) outline the objectives of lessons learned, bongos or a

tambourine are heard in math class, and fractions are reinforced through baking and measurement. This allows us to form strong cross-curricular connections that not only meet the goals of the core standards but incorporate *all* of the California State Standards listed below as well:

- Visual and Performing Arts Standards
- Common Core Standards for Technology
- California Health Education Standards
- CA Physical Education Standards
- CA Career Standards (in grades seven and eight)
- Socio-Emotional Standards of California

Lastly, while we do not teach foreign language at our elementary school, we actively incorporate some of the California World Language Standards into our Social Science curriculum.

ENGLISH LANGUAGE ARTS

Howard Gardner Community School's ELA curriculum is based on the CCSS English Language Arts standards and emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers, and listeners in collegiate settings – and in life. Our literacy program is all inclusive, focusing on writing, speaking, listening, vocabulary and language skills and we incorporate strong and proven pedagogical strategies.

In order to direct our instruction and confirm that the standards of the State of California are being met or exceeded, we utilize formative, summative, pre- and post-assessments; retrieve weekly data that's exceptionally accurate in the form of 'real time diagnostics and actionable analytics' through our IXL program – specifically in the area of English Language Arts - and, of course, rely on benchmark data and DRA, ESGI and MAP assessments to track milestone progress. In addition, grades three through eight participate in school-wide SBAC interim and state assessments.

Based on all of these assessments and the teacher's intimate knowledge of their own class dynamics, teachers are granted some leeway in regard to pacing. Most HGCS teachers have post-graduate degrees in education, and many years under their proverbial belt. This flexibility in pacing allows the teachers – based on assessments – to make small adjustments at times, proceeding more quickly when the children demonstrate proficiency and allowing a little more time when the children are struggling. Also, it also increases the rigor in the classroom as each teacher seeks to employ Webb's Depth of Knowledge (DOK), permitting children to demonstrate and extend their knowledge and strategic thinking. Teachers are held to the highest degree of scrutiny, however, and need to successfully demonstrate best teaching practices based on the "5 Dimensions of Teaching and Learning," quarterly reviews, weekly supervision from their Lead Teacher, peer-to-peer observations, and both impromptu and scheduled observations and meetings with the Executive Director.

Language Arts skills are essential for college and career readiness. Schoolwide we:

- scaffold and chunk lessons;
- connect to the children’s schema and cultural capital;
- incorporate SDAIE strategies and ELD support
- ensure students can examine, comprehend, and analyze texts, while building critical thinking skills;
- consistently introduce persuasive reading and writing, both in core language arts classes as well as in a cross-curricular manner with science, social science, mathematics, etc.;
- foster intellectual curiosity and promote the value of the written word as a form of empowerment;
- use 1:1 leveled readers to promote fluency;
- provide whole class, small group, 1:1 assistance; as well as pull in and push out IEP services;
- promote social learning opportunities as well as intrapersonal quiet zones for students who benefit from those modalities;
- use equity sticks to assure proportionate attention is given to each student;
- allow for ‘wait time’ and keep teacher talk down
- use mini-lessons, modeling first and then developing independence through the “I can, We Can, You Can” approach;
- model and actually teach presentational, academic, and social speaking skills at every grade level.
- integrate prior knowledge, graphic organizers, inferences, visualization, story maps, predication, and visuals;
- use “Big Buddies” to promote further literacy skills, engaging the children with readers and writers of varying levels across the school, and;
- differentiate each lesson for our high, at level, and at-risk students incorporating their Learning Styles and making sure the material falls within their “Zone of Proximal Development” (ZPD).

In 2020 we also began implementing “Systematic Instruction in Phonics, Phonemic Awareness and Sight Words” (SIPPS) school wide. While foundational skills are usually covered in primary grades, our assessments revealed that students arrive on our campus from other schools, as English Language Learners or migrants, or have special needs that require more support with these foundational skills. As a result, all at-risk students are now divided into SIPPS groups based on *ability* level rather than grade level and move ahead when they’ve met their objectives. This assures that they are getting tiered support at their differentiated level.

Primary & Elementary – Language Arts

In our primary and elementary language arts programs (Grades TK-6), we utilize the *Savvas Realize Language Arts Curriculum*. This is a new change for HGCS. Based on comparative data from the last three years and the results of vertical planning meetings, the School Leadership team and Curricular Committee decided after piloting several

programs, to move forward with one Language Arts curriculum. We are confident it will provide the consistent continuity and scaffolding that our students need as they advance through the grade levels.

Savvas includes all key areas of standards related to Language Arts, fully addressing all key components on a weekly basis, such as: grammar, writing, phonics, reading comprehension, vocabulary, and sight words. In addition, the curriculum allows us to administer weekly unit tests to assess whether the Standards have been met. Through this curriculum, and with our extensions, we introduce a range of genres (fiction, non-fiction, realistic fiction, biographies, drama, poetry, auto-biographies, etc.) with an emphasis on expository text. We use close reads, popcorn reads, independent reads, literature circles, cite the evidence groups and more.

In addition to Savvas, we utilize *Lucy Calkins Reader's Workshop* in these grade levels. Each child selects 1-3 books leveled within their ZPD, and every Readers Workshop starts off with standards-based mini lesson focused on a very manageable and precise reading strategy meant to increase fluency, improve grammar, analyze structure, help students connect with the text, increase their comprehension and create confident readers who display agency and independence.

In TK-6th our writing curriculum is largely embedded in the *Savvas Realize Curriculum*, where everything is differentiated for our EL, Special Education and GATE students. However, we also use the *Benchmark Writer's Universe* program which is exceedingly helpful at breaking the writing process down and using modeled text and step-by-step detailed visual instructions. Strong supporters of Lucy Calkins work, we also incorporate her *Writer's Workshop* in these grade levels as it really empowers our students as authors. Workshop essays may take months to complete, go through a multitude of rewrites, increase the students writing stamina and focus, and solidify the steps in the writing process. Students at these grade levels write personal narratives, fictional narratives, poems, persuasive pieces, and expository texts. In addition, many of our classes incorporate *Storyjumper* and other online publishing software. The students love to see their books come alive online and it provides a cross-curricular opportunity for the students to incorporate the research-based components of Language Arts and the Common Core Standards for Technology.

Middle School – Language Arts

In our seventh and eighth grade classrooms, Socratic Seminars are an integral part of the Language Arts Curriculum. Collaborative in nature, Socratic Seminars allow the teacher to facilitate and promote intellectual dialogue with open-ended questions about text and pre-established norms that foster respect by requiring the students to listen and internalize various points-of-view. Thus, the structure is not “top down,” the teacher guides and facilitates but allows the students to be empowered and freely voice their opinions. Most importantly, those opinions are not judged to be right or wrong, as long as they are supported. It is a time for students to exchange ideas, share their thinking in a meaningful

and thoughtful manner, act maturely, and find their voice -- though the teacher facilitates and redirects when necessary. The lively discussions help students to formulate a deeper understanding of text and engage in critical conversations about literature. This, in turns, helps prepare students for high school, college and careers beyond.

Seventh and eighth grade students also use the *Engage New York Language Arts curriculum*. This CCSS curriculum is composed of four modules that focus on Close Reading and Writing, Working with Evidence, Understanding Perspectives and Research, Decision Making, and Forming Positions. Students develop skills such as literary non-fiction analysis, work in Reader's Theatre to foster meaningful connections and create research-based narratives. We recognize at HGCS that oftentimes the best writers are the best readers. So, in seventh and eighth we focus on helping them develop strong academic vocabulary increasingly strengthening their editing skills, and assuring that they understand both the formulaic nature of good writing and the techniques that can make good writing great! Students are provided with a rubric for every assignment and objectives are clearly delineated. All writing genres are addressed, and the focus of the work is on writing stamina as well as the writing process. Students write opinion papers, personal narratives, and expository pieces, as well as letters and persuasive "news articles." We consistently capitalize on cross-curricular opportunities, like writing a paper supporting a point-of-view related to something in history, etc., and the students review each other's work in supporting peer-to-peer conferences, which encourages our Interpersonal Learners to engage, self-reflect, and increase their editing talents. HGCS provides a rigorous curriculum that has each student explore writing and internalize the writing process in a pragmatic manner. They graduate eighth grade knowing that strong reading, writing and speaking skills allow them more opportunities to communicate their unique voice in an engaging and evocative way throughout high school, college and long into their professional careers.

Multiple Intelligences - Language Arts

The goal of any school is to promote life-long learning, and so it is at HGCS. We aim to support critical readers and writers that are inspired and recognize the value of both the written and spoken word. That's why it is imperative we provide them skills in a meaningful and engaging fashion. We incorporate the data from the assessment of our student's Multiple Intelligences (MI) to focus on modalities within our Language Arts program that will elevate the students' chances of writing what they've learned to their long term memory. We do this through hundreds of MI approaches every day in language arts lessons across campus. Some examples include: having the students draw what they read (visual spatial), sing grammar songs (musical), use Total Physical Response to internalize new vocabulary (kinesthetic), integrate Reader's Theatre to help students find meaning and connect to texts (interpersonal), draw maps and utilize graphic organizers (logical/mathematical and visual spatial) and ask our Naturalistic Learners, and all students, to connect what they're learning to the outside world.

MATHEMATICS

The mathematics program at HGCS incorporates assessment and instruction organized around the Common Core Standards for Mathematics, which prepares all students for high school, college, careers, and life. At HGCS we want students to increase their mathematical knowledge, be able to freely participate in math talks where they have internalized various math structures into systematic reasoning processes, increase their automaticity, and to be able to solve more and more sophisticated mathematical problems. However, we also believe that all subject matters, but most especially math, should be related to the real world. At Howard Gardner Community School you should be able to walk into any math class and not only ask the students what they are learning, but why they are learning it. Without the real-world context, engagement and meaning are lost. Students apply what they learn to real-life situations, and support the natural connections between mathematics and other fields of study, not the least of which are science, technology, and engineering (STEM).

In each grade level students learn the fundamentals of each math strand including number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. Math instruction will be characterized by teaching the children to:

- understand and apply knowledge of numbers;
- solve problems;
- use skills, and;
- apply math to real-world situations.

Students are mandated to partake in the *IXL Learning, Diagnostic & Analytics* platform three times a week, which is aligned with the Mathematical Common Core State Standards. It provides comprehensive instantaneous feedback to the teacher and administration. A fabulous tool, it also isolates ‘trouble spot’ areas for the children in real time, allowing teachers to pull students immediately for targeted small group work or 1:1 intervention. With built-in support for our ELL students that grants them an equal opportunity to mathematics learning, regardless of their proficiency in English, we’ve found it invaluable. In addition to the data that we gather from IXL, at HGCS we also use formative, summative, pre- and post-assessments and, of course, benchmark data such as DRA, ESGI and MAPs (three times a year) to track milestone progress. In addition, grades three through eight participate in school wide SBAC interim and state assessments.

In 2020, as a result of our above-referenced research with vertical planning teams and our curriculum committee, with the oversight of our Executive Director, HGCS adopted the *Big Ideas Math Curriculum* for all great levels. Seeking to improve our continuity of instruction and provide stronger scaffolding, we piloted this program to make sure it aligns perfectly with the CCSS for Mathematical Content and Standards for Mathematical Practice. It is the only program to offer multiple pathways through middle school mathematics and was systematically developed using instructional theory and best

practices to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level, and they master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise stepped-out examples, rich thought-provoking exercises, and excellent scaffolding. A component of this curriculum that particularly attracted us at HGCS as well is the unique opportunity it provides for a balanced instructional approach between discovery and direct instruction, which allows students to increase their Depth of Knowledge (DOK) focusing on analysis, strategic and extended thinking, rather than just skills, concepts and recall.

This curriculum fits our mission here at HGCS, as well. It allows us to promote cross-curricular connections, with specific emphasis on the integration of language and mathematics. Through these interconnections, children gain the opportunity to understand that math skills are not solely utilized in math class. Cross-curricular connections are intentionally formed and sometimes even discovered by the students in social science, PE, coding, technology, electives and NGSS.

While it is imperative that children understand methods and applications related to mathematical practices, without fluency, mathematical standards cannot be met. It is for this reason that, based on assessment data, HGCS has mandated that students use *Reflex Math* three times a week for twenty minutes. Adaptive and individualized, Reflex is the most effective system for mastering basic facts in addition, subtraction, multiplication and division. This program is personally differentiated to each student's level and -- as it's fun and engaging -- it helps them quickly gain math fact fluency and confidence. We have noted a palpable increase in our students' mathematical scores and confidence since implementing this program and, most especially, a marked improvement in our special education student populations fluency scores. Reflex also provides meaningful and instantaneous data for the teacher, and the powerful reporting allows teachers to quickly isolate fact families for small group review, monitor progress and celebrate success.

Multiple Intelligence – Mathematical

The organization that administers the Advanced Placement Program, reports that “students who study music or drama...do better on standardized math tests than those who do not -- up to a 42-point advantage.” Combining math studies with different modalities at Howard Gardner, including adaptations for our musical learners, has helped to engage students and lead them to convert mathematical knowledge, practices and skill sets to their long-term memory. At Howard Gardner Community School, you can see the math come to life, daily, as teachers use Multiple Intelligences both in, and out, of the classroom. One example, related to the memorization of multiplication tables, might be that we allow our Learners to memorize the times tables while skipping rope or bouncing balls (kinesthetic), being provided a quiet space and noise cancelling headphones (intrapersonal), playing bongos and reciting the multiplication facts to a beat (musical), playing live games while reciting times tables with each other (interpersonal), drawing the equations with a whiteboard marker on the top of a desk (visual spatial) or using sentence starters and

written word (linguistic). Granted, this does not help them necessarily increase their DOK, but we feel if the automaticity and the fluency are there, it leaves them to focus on synthesizing information, or transferring knowledge from one domain to solve problems in another.

NEXT GENERATION SCIENCE STANDARDS (NGSS)

The crosscutting concepts interwoven into the NGSS help students explore connections across the four domains of science: Physical Science, Life Science, Earth & Space Science, and Engineering Design. Howard Gardner Community School adopted these standards in full, and appreciates that there is some flexibility granted to local educators in designing classroom learning experiences that stimulate our students' interests in science, while preparing them to be globally conscientious citizens, interweaving curriculum with technology, and cross-connecting their studies with engineering, math and arts standards, as well as many others.

While our 5th and 8th grade classes are prepared to take the CAST, we assess all grade levels, age appropriately, to ensure they can:

- pose significant questions that can be investigated empirically;
- use methods of scientific inquiry that permit direct investigation of the question;
- provide a coherent and explicit change of reasoning;
- link research to relevant theory, and;
- disclose research to encourage scrutiny, and critique (middle school).

At HGCS *everything* we do in science provides a hands-on learning opportunity. Whether it's extracting DNA from strawberries, letting the students measure their own 'horse-power', testing aerodynamics, creating photosynthesis labs or building wind turbines -- we never employ workbooks and prefer to bring the science to life!

In fact, we use *Mystery Science* as the one of our primary addendums to teacher-created curricula in grades K-5 because it specifically offers hands-on experiences, video, NGSS-aligned phenomena-based science lessons, and activities designed to draw forth student inquiry -- while clarifying and delineating the steps mandated by scientific inquiry.

Capitalizing on students' natural scientific curiosity, the lessons are puzzles, and at HGCS we appreciate that the puzzles are *hard* to solve. As lessons are rarely based on direct instruction, students are left to explore tenets of science using their brains, talent, and prior knowledge, but also required to dedicate themselves to the hard work of solving the puzzle --- positively increasing their Growth Mindset. They are asked to value conceptual and theoretical understandings, but pose empirically testable and refutable hypotheses, rule out competing counter hypotheses, and "think outside the box."

In addition to *Mystery Science*, HGCS incorporates *Project Based Learning* (PBL) into our NGSS curriculum. This provides a prodigious opportunity to cross-connect with other State Standards, while amalgamating the modalities of Multiple Intelligence Theory. One

example of this might be the fifth grade Haunted House Project, where students were asked to create an entire haunted house, map out the space and measure shapes, discuss and collaborate to select music that expressed the intent of the project, determine the price for entrance and balance that against the expenses to maintain a profit, design the theme and create written advertisements. This one project alone incorporated NGSS standards, mathematical standards (related to area, measurement, finance, addition, subtraction, percentages and geometry), language arts standards, and visual and performing arts standards. In addition, as the students had to balance their income vs their expenditures, it provided them with real life experience in commerce. There are countless other examples of how PBL enhances our students' NGSS programs, that are also cross-curricular in nature, such as "Save Bechtown," where students worked to apply scientific principles, technology, engineering and math to create financially responsible and practical options for hurricane protection. We fully embrace PBL in our NGSS curriculum.

At HGCS we also integrate other valuable resources to support our NGSS Framework, including but not limited to:

- *Generation Genius* (K-8) in which professional scientists actually model how to systematically prove or disprove scientific concepts;
- *Stemscopes*, which is popular in our middle school, and utilizes the 5E approach to science education, demystifying many of the NGSS skills, includes great tools for adaptability and differentiation, support for ELs, evaluation rubrics, and a full library of resources to connect to literacy development through the sciences, and;
- *The American Chemical Society's* middle school curriculum, which also provides a 5E approach to chemistry, and lets the student practice chemistry with items they can bring in from home.

Lastly, located just outside of San Diego, we are blessed to have easy access to countless unique field trip opportunities. However, as we are a Title I school, we often choose to bring science and scientists directly to the school. By fostering great relationships with our local community, we continually create opportunities for our students to witness science in action firsthand. Two examples would be when we brought in sonar engineers and their sound-powered submarine phones so students could experiment with and learn about sound waves firsthand, or when conservation experts came to campus to help students mount a grandiose plan to develop, engineer and fund a 'well water' project in an impoverished nation.

Multiple Intelligences - Science (NGSS)

It's very easy to intertwine Multiple Intelligence modalities in science, project-based-learning and performance tasks. Our Kinesthetic Learners are thrilled by the fact that we never use workbooks and defer instead to hands-on activities. Our Naturalistic Learners are surrounded by all of life's mysteries and are in their element. However, other Intelligences can also be tapped into and successfully connect to NGSS studies.

Mathematical-Logistic Learners are thrilled inherently by the puzzles of science, and Visual Spatial Learners are excited and engaged by observing and drawing in their scientific journals. Small group work and cognitive awareness groups provide the Interpersonal Learner with the opportunity for social-learning and scientific discourse, and the Linguistic Learner enjoys observations and note-taking and assisting other students with breaking down science-related academic vocabulary.

Though we administer traditional assessments in all subject areas, including science, assessments can also provide another way for HGCS teachers to incorporate the modalities of Multiple Intelligence Theory. For instance, the student who is a Musical Learner might be able to compose a music video or a rap that demonstrates proficiency related to natural resources and the topic of eco-conservation. The key to this unique approach lies in a rubric that is fully-aligned to the NGSS standards. Further, it must delineate different levels of student performance, make it easier to grade foundationally without prejudice, better communicate expectations, encourage self-assessment, and foster engagement.

HISTORY & SOCIAL SCIENCE

Teachers at HGCS use backwards planning to meet or exceed the Standards of the California Content for History and Social Science. HGCS students explore historical narratives realistically and factually, highlighting the roles of significant individuals throughout history. They look back with marked honesty and candor, and discuss points-of-view, and relative positions in first person as if they were alive at the time. Continuing to acquire core knowledge in and of history and social science, HGCS students learn to advance the very same critical thinking skills that historians typically employ to study the past and its relationship to the present.

As we are dedicated to applying SDAIE strategies throughout all strands of education, our teachers put great effort into physically introducing historical and significant relia in the social science classroom. Our teachers don't rely on a workbook, they literally run around town on the weekend finding realia to bring the lessons to life. For instance, when 2nd Grade explores Long Ago vs Modern Day, children are allowed to touch, feel and use an antique stereopticon and a viewmaster from 2007. Making comparisons, using sensory information, seeing things as a primary source, I in real life -- realia engages the students so much more than a workbook! When they're engaged, that's when learning begins. It leads to critical thinking, analysis and discourse -- while providing needed support for our English Language Learners.

Every year, in the Spring, students demonstrate proficiency of a specific strand of the History and Social Science standards through *Project Based Learning*. While sixth grade might take a cross-curricular approach and demonstrate mastery of Ancient Civilizations by creating historically accurate games and inventions, another class might elect to open an historical museum, where the students embody people who've made a positive and historic impact on our world, and speak in first person about their struggles and successes.

Naturally, as the cornerstone of HGCS is based on the Theory of Multiple Intelligences (MI), rubrics are used to clearly outline the goals of the project, but we encourage students to further represent their knowledge in the fashion that excites and empowers them the most. While there are components of the Showcase that are mandatory (speech, written essay, documented research, and citations, etc.) there is always an MI component that gives students a choice in how they will further demonstrate proficiency. It's not uncommon to hear "George Washington" recite his rap on the HGCS campus years after he composed it (musical), or to see a fourth grade student proudly display her first PowerPoint presentation (visual spatial and linguistic.) Students work collaboratively (interpersonal) and also independently (intrapersonal) and paintings and artwork reflective of the objective (visual spatial) adorn the showcase.

Providing meaningful cross-curricular connections between the social sciences and facets of career study, math and language arts, students in Primary grades participate in *Junior Achievement*, while those in older grades utilize Banzai. Both curricular supplements educate the students through hands-on programs about entrepreneurship, work readiness, financial literacy, and commerce, including how to save for goals and manage debt. Within the realm of social sciences, we also seek to fully celebrate cultural diversity. So, each year, HGCS is dedicated to hosting a multitude of cultural events on campus that provide meaningful connections between past and present, and expose our students from low socio-economic backgrounds to places and cultures all around the world. These presentations are not only magnificent, but they also appeal to the diverse array of Multiple Intelligences within our Student Body. A few examples include:

- Sycuan Native American presentation
- Filipino dancers
- African dancers and Cuban drummers
- Mexican Revolution Theatrical Play
- Black Storytellers
- Holi Color Run
- Chinese New Year Celebration
- Mardi Gras stilt walkers
- Celtic Dancers, and more

At HGCS, we want students to know that social science and history are not just elements of the past, but reflective of our future. History is being made every single day, and we empower our students to make *their* mark in history and find *their* voice. Though we are a small Title I school in a socio-economically challenged area of Chula Vista we feel strongly that exposing the students to multiculturalism in these ways, and promoting dialogue and thoughtful discourse in the classroom, will -- as the World Language Standards indicate --- improve the "children's ability to understand the relationships between different cultures and communities and to develop a healthy respect for diversity and appreciation of different perspectives."

Another way we "bring the outside in," is through our partnership with the *Vicarious Voyage* program offered by *Semester at Sea*. We team up with college students attending

university and traveling the world on a ship, and our students get to 'travel' virtually with them. Through this program, not only have students already identified alternate educational pathways, but they have been able to receive pictures, interact with and correspond with citizens of other countries and watch history unfold, age-appropriately, through primary sources.

Multiple Intelligences - Social Science and History

While reading is important everything connected to social science and history should leap off the page. It's very easy, therefore, for our HGCS teachers to interweave Intelligence Theory into all of their content standards lessons for this domain. All facets of engagement can be explored from Historical Reader's Theatre (linguistic and interpersonal) to cartoon or newspaper drawings (visual-spatial) representing historical events. The possibilities are limitless and HGCS is dedicated to exploring them all

VISUAL AND PERFORMING ARTS

Historically, the National Education Association has valued arts education highly but operated on an erroneous presumption that the issue would be taken up by local authorities in each state, county and district. Unfortunately, even with the passage of the Educate America Act, which clearly defined the arts as a core academic subject in 2000, we hear about cuts in the visual and performing arts on a regular basis, most especially in minority communities. Howard Gardner adamantly stated, after years of research that "the arts are central to the development of human intelligence," and we, at his namesake school, concur. At HGCS we integrate the Visual and Performing Arts Standards into our curriculum daily, and also treat it as a core academic subject.

Research shows children participate in the arts for the experience, pleasure and stimulation -- which in and of itself provides worthwhile intrinsic rewards. However, the inclusion of Arts in education also:

- cognitively improves test scores;
- promotes creative thinking;
- requires concentration and discipline;
- elicits collaboration;
- leads to self-efficacy
- and builds literacy while developing intuition, reasoning, imagination and dexterity into unique forms of expression and communication.

At HGCS, we offer training in voice, visual arts, pottery, acting, improvisation, monologue study, art and music appreciation, instrumentology, concert performance, sign language performance, and more. In addition, we are widely known across San Diego county for our incredible hip hop troupe and award-winning Ballet Folklórico.

TECHNOLOGY

Proper use of technology is a vital component of CAASPP, and strong technological skills are important in almost any job-market. Undeniably, proficiency in the CCS for

Technology are of paramount importance for 21st Century students, and relevant to all students' futures as global-citizens.

HGCS students each receive 1:1 Chromebooks, headphones as needed and - as of 2020 - even hotspots for their homes to allow equal access to the internet in our economically challenged community. Though technology is often integrated into core content areas, students also receive direct instruction specifically aligned to the CCS Standards for Technology and regular assessments of their digital literacy to make sure targeted goals have been met. Students at HGCS move from basic operations to word processing, and then onward to create spreadsheets, and multimedia presentations. Additionally, students in second and third grades have time specifically dedicated to *Typing Club*, a web-based highly effective method for teaching touch-typing. Touch typing increases speed, accuracy, job prospects and focus, while reducing fatigue. It's a requisite and important asset in our digital world.

As digital citizenship is of paramount importance, students at HGCS also learn about their digital footprint, media balance, the consequences of cyberbullying, internet safety, etiquette and communication. Students use technology to create videos, blogs, and lead discussions.

PHYSICAL EDUCATION & HEALTH

We have done our due diligence at HGCS and employed, for the past three years, an extraordinary company called BeUtmot, Inc.: Guiding Youth to Excellence. While they provide cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and fitness, they go one step further and seek to integrate personal and social skill development as part of a student's achievement in relation to the standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills standards. Included in these are skills needed to promote lifelong, healthy physical activity and allow students to fully visualize and experience the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

COLLEGE & CAREER READINESS

While it's important to note that these standards only apply to 7th and 8th graders in elementary school, at Howard Gardner Community School we discuss college and careers starting in TK/Kinder. Banners decorate our school touting the undergraduate and graduate universities of our faculty, administration and staff, and open dialogue abounds about how education can lead students to realize their full potential, goals and dreams. In fact, because our Charter is based on the Theory of Multiple Intelligences and we offer a wide-array of quarterly electives to all grade levels, teachers are screened prior to hiring and must demonstrate skills that exceed those of pedagogical import. On our staff we've had representatives from a multitude of other careers including professional singers, certified yoga instructors, conservationists, law enforcement officers, stage managers, advertising

agents, or real estate sales. Additionally, while all educators hold credentials and degrees in the field of education, they also have other degrees in voice performance, criminal justice, African-American studies, nutrition and more. We are living, breathing examples of a diverse array of career pathways.

Seventy years ago, the American multinational conglomerate corporation [3M encouraged their employees to devote 15%](#) of their focus to work that captured their interest and attention. Google LLC followed suit when they allowed their engineers to take 20% of their time at work to choose what might benefit the company, but also captured their interest. The University of Massachusetts and others have followed suit, and offer Master of Arts in Creativity and Critical Thinking. As our eighth graders are soon going to be in the driver's seat, having more control of their schedule and pace in high school, we need to make sure they have the tools to succeed. In the spirit of innovation, and with the CA Career Standards as our rubric, we let them choose a topic they want to know more about, a skill they want to improve upon, or how to create something entrepreneurial and new. Using competency-based grading, again with clear feedback and rubrics, they take on a culminating "Passion Project," every year.

In the Spring, we also offer a career day to our eighth grade class. Professionals from a wide-variety of fields join us in a digital interactive interface and share their expertise in their fields. Past representatives have engaged the students' Multiple Intelligences and represented a strong diversity of career pathways in fields from law enforcement to video game designers, major league baseball players to neurologists.

UNIVERSAL DESIGN FOR LEARNING (UDL)

HGCS teachers and staff apply the principles of UDL towards implementing student-centered pedagogical practices in the classroom. UDL is a way of teaching and learning that focuses on ensuring that all students have access to instructional material, are able to engage with it, and demonstrate their understanding of it.

HGCS teachers and staff are challenged to design and deliver curriculum for a culturally and linguistically diverse student population. Each student benefits from having a variety of learning formats to choose from based on what their strengths and interests are, and are also provided with a variety of tools to help with organization of new information and skills. UDL principles guide teachers and staff to consider a variety of strategies and resources to help meet the various needs of the student population, ensure equity of and accessibility to learning opportunities, and increase student achievement.

SOCIAL EMOTIONAL LEARNING

Abraham Maslow, the American psychologist best known for creating the "Hierarchy of Needs" once penned, "To the man who only has a hammer, everything he encounters begins to look like a nail." At HGCS we take great pride and are fully committed to including the standards related to Social and Emotional Learning (SEL).

SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At HGCS we use the “Collaborative for Academic, Social, and Emotional Learning” (CASEL). It is a trusted source that provides high-quality, evidence-based social and emotional learning (SEL). There are five core SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These competencies help students learn to cope with feelings and set goals and promote interpersonal skills, working in teams and in conflict resolution.

In addition, the following curriculum resources are currently being used to help staff facilitate social-emotional learning for students:

- Zones of Regulation
- Social Thinking
- Sanford Harmony
- “7 Habits of Highly Effective Teens” (Covey, 2011)
- Character Playbook <https://characterplaybook.com/>

Zones of Regulation

At HGCS, for Universal (Tier 1) support, we use the *Zones of Regulation*, a framework designed to foster self-regulation and emotional control. Implementing strategies ahead of time, and teaching children within the SEL framework has been tremendously beneficial to HGCS students, and we’ve seen marked drops in bullying and disciplinary incidents, as well.

The Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. It teaches students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

Restorative Practices

“Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right” (Costello, J. Wachtel and T. Wachtel, 2009). Students and staff work to maintain positive interconnected relationships and cultivate a school culture that ensures all stakeholders maintain an active role in the learning process. HGCS families are encouraged to engage in their child’s school experience through multiple forms of

communication regarding both social and emotional learning events that may require support in conflict resolution amongst peers and/or adults and events requiring conflict resolution.

Positive Behavior Interventions and Supports (PBIS)

HGCS implements PBIS which is an evidence-based framework for providing systemic and individualized strategies for obtaining positive academic and behavior outcomes while preventing problem behavior. Similar to a responsive classroom approach, HGCS staff use positive strategies, establish a positive environment, teach skills, reinforce positive behavior, and respond to inappropriate behavior.

Family and Community Partnerships

To ensure that HGCS is in regular communication with families, we utilize a variety of communication tools including, but not limited to, online-based applications for daily monitoring of academics and behavior, one-on-one meetings with teachers/staff and administration, phone calls, email, text alerts and internet-based portals. In addition, teachers and staff utilize various online platforms and applications as a way to provide updates on student behavior and academic performance. The various forms of communication used encourages parents/guardians to play an active role in their child's academics and creates an important partnership to maintain similar structure and expectations at school and at home. Howard Gardner Community School also holds three (3) parent-teacher or student-led conference weeks during the school year, to help facilitate a more in-depth discussion in regard to student progress.

HGCS hosts events for families that maintain positive & collaborative school culture. Daytime events may include, but are not limited to, monthly "Coffee with the Director" meetings, weekly all-school assemblies to promote school spirit, monthly awards ceremonies, and graduation events. In the evenings, events may include, but are not limited to, curriculum nights, movie nights, dances, festivals, fundraising events, and shows during which students are able to showcase a variety of their talents.

HGCS has also partnered with certain non-profit organizations to provide mentoring for middle school students, support for families in need, and provide before/after school enrichment programs for students throughout the school year.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section

52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

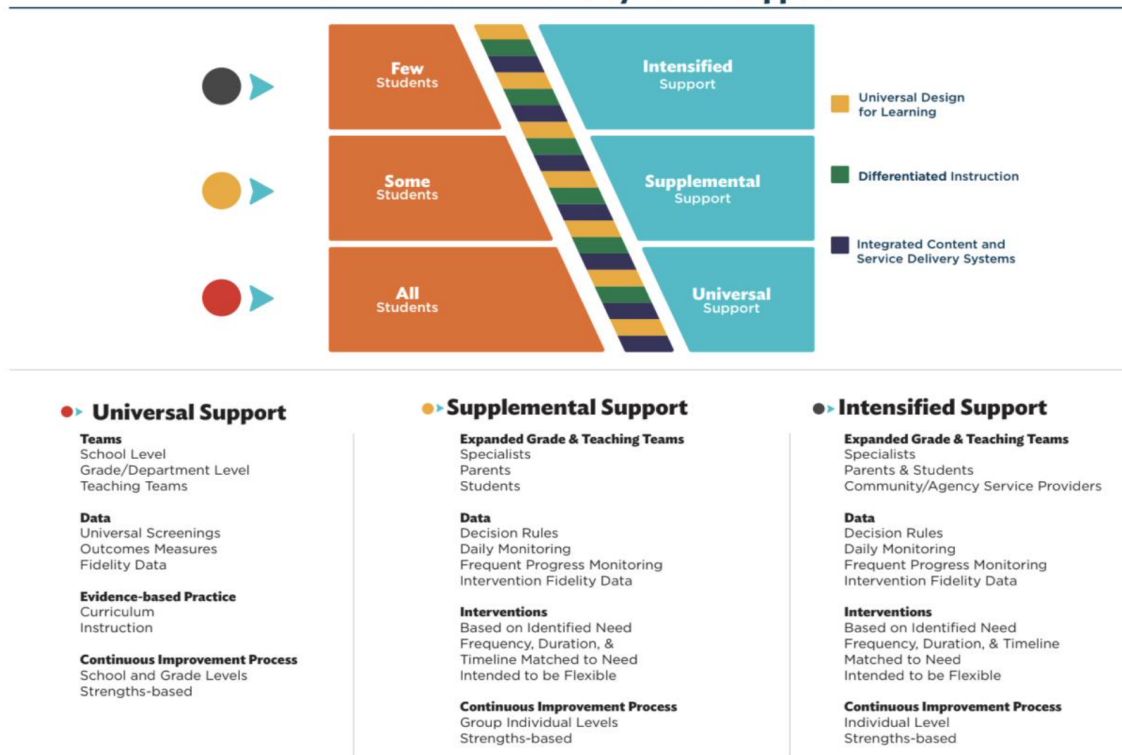
Multi-Tiered System of Support Framework

Every Student Succeeds Act (ESSA), provides the motivation for utilizing multiple resources and supports to ensure an equal opportunity for all students with a Multi-Tiered System of Support framework. As stated in California's MTSS Vision in the Guide to Understanding California's MTSS, "The road to every child succeeding involves a statewide transformation that: 1) enhances equitable access to opportunity 2) develops the whole child 3) closes the achievement gap for all students. HGCS follows the "All Means All" sentiment which aims to ensure the school meets the needs of each and every student by giving all students access to the general education curriculum, instruction, and activities of their grade level peers. HGCS uses the Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP), aligned to the California's Eight State Priorities to provide the infrastructure for creating a schoolwide system of supports with California's Multi-Tiered System of Support Framework as the "drive for implementation." HGCS utilizes implementation and improvement science to study practice in an iterative manner and solve problems more effectively.

"The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child." HGCS draws upon a variety of school and community "resources to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child." HGCS follows the core pillars of the CA MTSS Framework which include "inclusive academic instruction supported by California's State Standards and Frameworks; Response to Instruction and Intervention (RtI²); Restorative Practices; and Inclusive Social Emotional Learning (SEL) guided by the California SEL principles" (Guide to Understanding California's MTSS).

HGCS follows the "All, Some, Few" continuum of support that emphasizes universal supports for all students and understands that some students may need additional support at times and a few students may need more intensified support at times in order to achieve success. A key component of HGCS's MTSS is the implementation of evidence-based student supports while monitoring and documenting student progress. Evidence-based practices include integrated educational support, family and community engagement, strong leadership, and inclusive policies and practices. The MTSS Framework includes Positive Behavioral Intervention Support (PBIS), Social-emotional learning, and Response to Intervention (RtI²).

California Multi-Tiered System of Support



Plan for Students Who Are Academically Low-Achieving

Howard Gardner Community School commits to following the California Multi-Tiered System of Supports that is built on the premise that universal support must be provided for all students while knowing that some students may need supplemental support at various times and a few students may require more intensified temporary supports to be successful in the most inclusive and equitable learning environment of their grade level peers. HGCS implements Universal Design for Learning (UDL), differentiated instruction, and integrated education within all tiers. The MTSS Framework holds true for academic, behavioral, and social-emotional supports. Students are provided temporary additional services and targeted supports in order to access the universal instruction provided to all students. HGCS uses data to inform decisions and are delivered by skilled and trained personnel. Data from universal screening are used to identify students that may require additional support as early as possible. Once students begin receiving additional support, their progress is measured through progress monitoring data and student outcomes.

Universal Screening

The universal screening process is used to identify students that may need supplemental and/or intensified support. HGCS is in the process of adopting a universal screener tool to measure behavioral and social-emotional progress. The following screening tools are currently being used to measure academic progress:

- Developmental Reading Assessment (DRA)

- NWEA Measures of Academic Progress
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- IXL Real-time Diagnostic
- Curriculum assessments

All transitional kindergarteners (TK) and kindergarteners (K) will participate in an assessment, currently Educational Software for Guiding Instruction (ESGI), prior to the start of school which helps us identify early who may need Response to Intervention or Response to Instruction (RtI²).

Student Success Team

Students who have been identified as low performing, will be referred to the Student Success Team (SST) which is composed of parents/guardians, teachers, administrators, and other school professionals. The school also recognizes the need for an SST in the event of a direct request from the parent/guardian. This team follows a traditional format in screening of all children's behavioral, social-emotional, and academic difficulties before determining if a referral for special education evaluation is necessary. A referral to the school psychologist to initiate the SST process may be made by any classroom teacher or staff member once they have made an attempt at classroom accommodations/modifications, behavioral, or instructional interventions. The SST develops interventions based on each student's area of need. Intervention plans are individually designed to meet the academic and behavioral needs of the student. The design and length of interventions vary depending on the student's needs. SST recommendations are implemented in the classroom by the teacher for a period of at least six (6) weeks. During this six (6) week time period, records of observations and data are kept to monitor student progress for quantification purposes. Intervention activities and student progress are reviewed by the SST as it is determined in the student's intervention plan. All interventions are fully implemented and observed throughout the school year for improvement or until the student is referred to the Special Education program if agreed upon by the SST.

Response to Instruction and Intervention (RtI²)

RtI² is a component within MTSS. Howard Gardner Community School uses Response to Instruction and Intervention (RtI²) as a multi-level prevention system designed to identify and support students who may be at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity based on student's responsiveness. RtI² also provides information for the Student Success Team to identify students who may require an assessment plan. This approach is based on multiple levels of identification and prevention designed to maximize student achievement and reduce behavior problems.

Universal Support: In classrooms, instruction will be rigorous and relevant for all students. Teachers will have high, yet appropriate expectations of students. Instruction will be differentiated, and low achieving student lessons will be scaffolded in order to bridge the gaps of learning they are experiencing. Teachers will create whole class and small group lessons that are centered around children’s interests, strengths, and needs. Lessons will be highly motivating and structured with scaffolding. They will include academic language, instructional and vocabulary development. Writing and journaling will be integrated into every subject and lesson. A school-wide culture of leadership development will be established as well as behavior expectations and a management plan will be implemented. Social skills will be integrated in the regular curriculum. Teachers will have individual classroom behavior management procedures and routines will be established as well as behavior expectations of students. Attendance and being on-time to class will be emphasized.

Supplemental Support: Instruction will be targeted to some students who have failed to reach expected standards. Small group instruction will be provided to these students using a variety of proven, research based curriculum. Small group social skills counseling groups will be provided to those who have difficulty socializing. Individual behavior plans and contracts will be written for those students who have disciplinary difficulties. Monitoring of students will be ongoing, and teachers/staff will meet regularly with parents to discuss student’s progress. Interventions may include after-school tutoring delivered by a qualified teacher in specific targeted areas of need, additional small group instruction with interventionists or paraeducators/instructional assistants, differentiated materials, or use of manipulatives. Supplemental behavior supports may include walking breaks with designated staff, daily behavior charts, or peer mentoring. Supplemental social-emotional supports may include small group instruction, empathy interviews, and social thinking tools.

Intensified Support: Targeted academic, behavioral and social-emotional support are provided for a few students with great needs who require more intense support. The goal is to provide services to help students overcome significant barriers to learning. Focused and evidence-based interventions are provided to individual students or in very small groups. The frequency, duration, and intensity are based on the needs of each student. Progress monitoring is frequent. Intensified academic, behavioral, and social-emotional supports may include small group intervention sessions, one on one sessions or after school tutoring.

Plan for Students Who Are Academically High-Achieving

Howard Gardner Community School ensures that all students at HGCS have access to and engage in a rigorous, standards-based educational program. At HGCS, high-achieving students are identified by state (CAASPP), or local assessments. HGCS’s research-driven educational staff ensures our plans and abilities to provide precision to teaching for the benefit of both low-achieving and high-achieving students. We understand some students

are more able learners and require accelerated or enriched curriculum to engage and support them in achieving their academic potential. Students who are performing at or above grade level may receive enrichment and support throughout the instructional day. These supports may include differentiated materials and instruction, small group instruction, and programs that challenge students at their level.

Plan for English Learners

Legal Assurances

HGCS meets all applicable legal requirements for English Learners , including long-term English Learners and students at risk of becoming long-term English Learners, as it pertains 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. HGCS implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

HGCS administers the home language survey upon a student’s initial enrollment.

English Language Proficiency Assessments for California

All students who indicate that their home language is other than English will be assessed with the English Language Proficiency Assessments for California within 30 calendar days or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. All English Learners will take the ELPAC Summative Assessment annually thereafter between February 1st and May 31st until redesignated as fluent English Proficient (RFEP).

In accordance with the California Department of Education (CDE) guidance issued in January 2019, HGCS will ensure all ELs with disabilities participate in the state’s assessments. The Individualized Educational Program (IEP) team will follow federal laws to ensure all ELs will participate in the following ways:

- In the regular state ELPAC assessment without universal tools, designated supports, and accommodations.
- In the regular state ELPAC assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team.
- In an alternate assessment aligned with the state’s ELD standards, if the IEP team determines that the student is unable to participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

The Initial ELPAC results are used to identify English Learners who need to develop their skills in listening, speaking, reading, and writing in English. This information, in addition with local assessments, assists HGCS when making instructional decisions for new English Learners. The Initial ELPAC results are also used to identify students who are Initial Fluent

English Proficient (IFEP) and are able to participate in the regular academic program. The Initial ELPAC window is July 1 through June 30. HGCS administers the Initial ELPAC locally and produces the official score in accordance with the directions of the test administrator. HGCS notifies the parents or guardian, in writing, of the results of the Initial ELPAC within 30 calendar days after the student's school enrollment date (or, if administered prior to the student's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment). Parents or guardians of English learners with an IEP will also be notified as to how the placement in an English language instructional support program will help their child meet the objectives of the IEP.

The Summative ELPAC results are used to see how well ELs are progressing annually. This information is used to assist HGCS in the ongoing process of program monitoring and evaluation. The Summative ELPAC results are also used as a component of the criteria for reclassification, in accordance with state law.

Howard Gardner Community School will notify parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Students may be reclassified from English Learner to Fluent English Proficient when it can be established that the student has the English language skills to comprehend, speak, read, and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

In accordance with Education Code Section 313(f), Howard Gardner Community School shall utilize multiple criteria in determining whether to reclassify a student as proficient in English. Reclassification criteria are based on the guidelines provided by the California Department of Education and approved by the State Board of Education. EL students are considered for reclassification based on the following criteria:

- Objective assessment of the student's English language proficiency (ELPAC Overall PL 4).
- Teacher recommendation based on the student's English language proficiency and curriculum mastery.
- Parent/guardian signature indicating consultation during a reclassification interview.
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The CDE continues to provide the following guidance for LEAs using Smarter Balanced Summative Assessment for English language arts/literacy (ELA) results as a local measure of the fourth criterion:

- For all grade levels, LEAs can identify local assessments to be used to determine whether EL students are meeting academic measures and are ready to be reclassified; and
- For grade levels 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative ELA results to determine whether EL students are meeting academic measures and are ready to be reclassified.

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. HGCS' Individualized Education Program team may determine appropriate measures of English Language Proficiency and performance in basic skills and minimum level of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on state definition of ELP (EC Section 313(f)).

Monitoring of Reclassified Fluent English Proficient Students:

Students reclassified to Fluent English Proficient (FEP) will be monitored for four years to assure their continued success at grade level or better in the core curriculum and in English. The ELD department and teachers of reclassified students will complete a monitoring form for a four-year period. The form includes teacher feedback, CAASPP scores, report cards grades, and local assessment results. The form will be filed in the student's cumulative folder. If students are making inadequate progress, an action plan of support will be implemented. An action plan could include teacher or paraeducator support, after-school tutoring, or professional learning for teachers and staff. Parent/guardian input and support will be included in this process as well.

Long-term English learners (LTEL) are students who have been in United States schools for more than six years but have not made sufficient linguistic and academic progress to meet reclassification criteria and exit EL status. Although fluent in social English, LTELs find it challenging to engage meaningfully in rigorous coursework. HGCS acknowledges the difficulties that LTELs face due to the complexity of academic texts and tasks especially as they move through the secondary grades. Special attention is given to designing lessons and scaffolds that support LTELs while accelerating their development of academic English and content knowledge. Parents/guardians of LTELs and students at risk of becoming LTELs are notified yearly.

Instructional Strategies for English Learners

HGCS utilizes the ELA/ELD Framework to address English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these

skills across the disciplines. HGCS uses the Framework to guide development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure all learners achieve their highest potential. The CA CCSS for ELA/Literacy and the CA ELD Standards are used in an integrated approach to instruction, planning, assessment, and curriculum development. HGCS' ELD program is based on four critical elements: content, connections, comprehensibility, and community/interaction.

English learners at HGCS are provided with both integrated ELD instruction in the classroom and designated ELD instruction. Designated ELD instruction specializes in the students' individual needs and is offered by trained staff during a designated time of the regular school day. During integrated ELD instruction in the classroom, ELs receive core curriculum in English using Specialized Academic Instruction in English (SDAIE) and sheltered English strategies to scaffold instruction in the content areas. Integrated ELD is provided to ELs throughout the school day and across all subjects by teachers and other trained staff.

The CA ELD Standards are used in conjunction with the CA CCSS for ELA and other content standards to ensure students strengthen their English as they learn content. Both Integrated and Designated ELD Programs follow the four principles of the English Learner Roadmap, which was passed by State Board of Education on July 12, 2017: Assets-Oriented and Needs Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, Systems Conditions that Support Effectiveness, and Alignment and Articulation Within and Across Systems.

Howard Gardner Community Charter believes in the following Principles of Learning for English language learners:

1. All English language learners are capable of learning to high standards. (Lier & Hernandez, p. 27, 1999)
HGCS supports a rigorous curriculum with *complex thinking* and *instructional conversations* for its students. (Li & Edwards, 2010, p. 74)
2. Learning is a process of apprenticeship in which novices become experts with scaffolding from the teacher or a more capable peer, often through instructional conversation. (Li & Edwards, 2010, p. 74)
"Instructional conversation is a primary tool for ensuring that instruction pushes students' thinking, that teachers reach students in their *zone of proximal development* (Vygotsky, 1978)." (Li & Edwards, 2010 p.74)
3. Language is acquired through social interactions, which are engaging, meaningful and purposeful. (Lier & Hernandez, p. 27 1999)
"Teacher and students engage in discussion about something that matters to the participants, has a coherent and discernable focus, involves a high level of participation, allows teacher and student to explore ideas and thoughts in depth, and ultimately helps students arrive at higher levels of understanding about topics under discussion" (Saunders & Goldenberg, p. 142). Opportunities to interact with

peers with the facilitation of adult direction will be plentiful through project-based learning lessons that are well-structured and planned.

4. A comprehensive and structured approach to teaching English directly and explicitly is best to help accelerate English language development. (Li & Edwards)
5. Valuing a student's cultural, ethnic and primary language background is best practice when teaching children English.

The research, gathered by Li & Edwards is clear about the following on how English learners learn best:

1. Good teaching for English language learners is good teaching for all learners.
2. All teachers have Cross-cultural Language and Academic Development (CLAD) certification, Bilingual CLAD (BCLAD) certification, an English Learner Authorization, or are in the process of obtaining one of these certifications.
3. HGCS provides on-going professional development to explicitly address the wide variety of instructional strategies required to accompany the EL components of state approved mandated ELA textbooks, the California English Language Development standards, Specially Designed Academic Instruction in English strategies, Guided Language Acquisition Design (GLAD) strategies, and interpretative, and pedagogical implications of the English Language Proficiency Assessments for California for ELs.
4. Additional support is provided to ELs through integrated and designated ELD instruction throughout the school day, and during after-school ELD classes facilitated by staff specifically trained in this area.

“As a general rule, all students tend to benefit from clear goals and learning objectives; meaningful, challenging, and motivating contexts; appropriately paced instruction; active engagement and participation; opportunities to practice, apply, and transfer new learning; feedback on correct and incorrect responses; periodic review and practice; frequent assessments to gauge progress, with re-teaching as needed; and opportunities to interact with other students in motivating and appropriately structured contexts.” (pg. 26).

1. English Learners require instructional modifications. We understand that EL students spend their day not only learning the skills and lessons that teachers are trying to teach, but they are also trying to learn and understand the language in which those skills are taught. We will support EL learners whenever possible, by using the following techniques, as supported by research:
 - a. Development of English oral language skills, particularly vocabulary, and content knowledge from the time they start school, even before they have learned the reading “basics”.
 - b. Vocabulary development instruction will include *visual representations* as well as *role playing*, and *use of the primary language* for clarification.
 - c. Introducing new concepts in the primary language prior to the lesson in English, then reviewing the new content again in the primary language

- (called *preview-review*) when possible.
- d. Use of *reciprocal teaching* for the promotion of reading comprehension wherein students are taught four strategies—asking questions about the text, summarizing what they read, clarifying the text’s meaning, and predicting what will come next.
 - e. Focusing on the similarities-difference between English and students’ native language, such as the teaching of *cognates* (words with shared meanings from common etymological roots i.e., supermarket/supermercado).
 - f. Teaching the roots of words, which are similar for Romance and Latin languages.
 - g. Predictable and consistent classroom management routines, aided by diagrams, lists, and easy-to-read schedules to which the teacher refers frequently.
 - h. Graphic organizers.
 - i. Additional opportunities to practice during the school day, after school or for homework.
 - j. Repeated key information using visual cues, pictures and physical gestures about lesson content and classroom procedures.
 - k. Identifying, highlighting and clarifying difficult words and passages in texts to facilitate comprehension and emphasizing vocabulary development.
 - l. Helping students by summarizing and paraphrasing text to prepare students to do this themselves.
 - m. Giving students extra practice in reading words, sentences, and stories to build automaticity and fluency.
 - n. Providing opportunities for extended interactions with teachers, staff, and peers.
 - o. Adjusting instruction (teacher vocabulary, rate of speech, sentence complexity, and expectations for student language production) according to oral language proficiency.
 - p. Target both content and English language objectives in every lesson.
 - q. Use of reading materials that take into account students’ personal experiences, including relevant aspects of their cultural background, which aids in reading comprehension. (Li & Edwards, pg. 22-34)
2. English Learners have plenty of opportunities to express themselves through writing which increases language development. Our writing curriculum that is integrated through all subjects will support English language vocabulary development for our English language learners.

PLAN FOR STUDENTS WITH DISABILITIES

The Social Model of Disability

“There are many ways to define disability. We as a society tend to do this by medical categories and by levels of independent functioning or functioning compared to the average person in the non-disabled population.” This is the Medical Model of Disability. However, disability can also be defined in terms of societal barriers that prevent people

with perceived impairments from participating in activities that non-disabled people often take for granted. For instance, if a person has a mobility disability, she may have to do some things in different ways, but she may be Disabled by lack of transportation, lack of accessibility features within her community, and by pity or patronization. Or if a child has a learning disability, he may require different teaching strategies to help him learn new concepts, so he may be Disabled by poor teacher training, lack of resources, and lack of willingness to make accommodations for his particular learning style. These examples illustrate the Social Model of Disability.

Overview

HGCS complies 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 (“IDEA”).

HGCS is its own local educational agency (“LEA”) member of the El Dorado County Office of Education Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

HGCS complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms. HGCS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. HGCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

HGCS is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by HGS shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

HGCS 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 HGCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Administration designee, 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 HGCS'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

HGCS provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. HGCS provides services for special education students enrolled in HGCS. HGCS follows SELPA policies and procedures, and utilizes 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.

All children will have access to HGCS and no student shall be denied admission nor counseled out of HGCS 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.

The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of HGCS and the El Dorado County Charter SELPA. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (child find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. HGCS is subject to the allocation plan of the El Dorado County Charter SELPA.

HGCS will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, and to hold Individualized Education Program meetings at the site. In addition, HGCS will provide all services for the special education student, including teacher and all other service providers to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

The Student Study team will be utilized to refer students to special education if and when they have exhausted all interventions through Tier One and Tier Two of RTI. A parent can also directly request a Special Education assessment.

HGCS uses research-based curriculum and instructional materials and technology that have been shown to improve special education children's academic achievement. We will monitor special education students academic, well-being and behavioral progress continually and will make adjustments to instruction, the delivery of instruction, services, and least restrictive environment as needed. These decisions will be reflected in the student's IEP's.

The timeline for assessments will be followed wherein parents will be sent an assessment plan for their approval within 15 days of referral. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education

under one of the 13 federally mandated eligibilities (autism deaf-blind, deafness, emotional disturbance, hard of hearing, mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

The Education Specialist and other special education service providers (OT, School Psychologist, LSH) and classroom teachers will work together to provide an education that meets student's needs, ensures that students' Individualized Education Programs are met and moves them to the goal of meeting the California State standards in all subjects.

The IEP team will be comprised of the parent(s)/guardian(s), School Psychologist, the Education Specialist and other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the Education Specialist to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at Howard Gardner Community Charter will have developmentally appropriate materials that are specifically geared towards meeting and exceeding their IEP goals. The Education Specialist, Speech therapist, and other service providers will work collaboratively in lesson planning with the teacher in order for student to meet or exceed their IEP goals. Special education support will be provided in the classroom, in small group instruction, an through one-to-one instruction when necessary.

For students entering HGCS with an IEP that are currently receiving special education services, we will follow a 30-day interim plan to decide, as a site team, whether the IEP that is written is appropriate for the child and will either accept the IEP as written, or we will assess the child and re-write the IEP in order to fit the child's needs at our site.

The foundation and philosophies of Howard Gardner, from Multiple Intelligences to the Social Model of Disability, requires a staff that is willing and committed to a similar philosophy. HGCS trains all of its teachers annually in the areas of children with disabilities and the requirements of a student study team and the referral process. All special education staff are hired or contracted directly by the school and must abide by HGCS rules and is required to attend staff trainings and professional development.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

LCFF STATE PRIORITIES	
GOAL #1	
<p>Implement a schoolwide Multi-tiered System of Supports utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Continue to implement benchmark assessments (Reading & Math) to measure student growth and progress; and provide supports as needed. • Continue to deepen teacher knowledge on the State Academic Content Standards through a robust professional development, coaching, and collaborative learning. • Continue to provide professional development in the areas of data analysis and application to inform instruction. • All students will have the necessary standards-aligned materials across a broad range of study. • Custodial/maintenance staff and School Operations Manager will collaborate to ensure safe and clean facilities to support the educational program 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Increase all students’ mastery of the Common Core State Standards in English Language Arts.</p> <p>Metric/Method for Measuring: Annual growth on CAASPP ELA Distance from Standard (DFS) Scale Score by 5 points. (as measured on the CA School Dashboard)</p> <p>* student group is not a numerically significant student group at this time.</p>	

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-24.5 DFS	+5	+5	+5	+5	+5
English Learners	-43.1 DFS	+5	+5	+5	+5	+5
Socioeconomically Disadvantaged Students	-29.5 DFS	+5	+5	+5	+5	+5
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-31.3 DFS	+5	+5	+5	+5	+5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase all students' mastery of the Common Core State Standards in Mathematics.

Metric/Method for Measuring: Annual growth on CAASPP Math Distance from Standard Scale Score by 5 points. (as measured on the CA School Dashboard)

* student group is not a numerically significant student group at this time.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-52.4 DFS	+5	+5	+5	+5	+5
English Learners	-65.1 DFS	+5	+5	+5	+5	+5
Socioeconomically Disadvantaged Students	-56.4 DFS	+5	+5	+5	+5	+5
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-57.5 DFS	+5	+5	+5	+5	+5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Maintain attendance rates (ADA) >95%

Metric/Method for Measuring: Annual Attendance (ADA) rates.

*** ADA is not reported by student group (only schoolwide)**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	95.6%	>95%	>95%	>95%	>95%	>95%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Reduce Chronic Absenteeism rate by 0.5% annually.

Metric/Method for Measuring: Annual Chronic Absenteeism rate.

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	13.3%	12.8%	12.3%	11.8%	11.3%	10.8%
English Learners	19.2%	18.7%	18.2%	17.7%	17.2%	16.7%
Socioeconomically Disadvantaged Students	14.2%	13.7%	13.2%	12.7%	12.2%	12.7%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15.2%	14.7%	14.2%	13.7%	13.2%	12.7%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	13.1%	12.6%	12.1%	11.6%	11.1%	10.6%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: All students will have access to a broad course of study as measured by course enrollment in the Student Information System (SIS).

Metric/Method for Measuring: Enrollment in broad course of study, SIS, CALPADS.

*** student group is not a numerically significant student group at this time.**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: The percentage of grade 5 & 7 students meeting 6 of 6 Healthy Fitness Zone (HFZ) areas on the Physical Fitness Test (PFT)

Metric/Method for Measuring: Physical Fitness Test

*** PFT results are not reported by student group (only schoolwide) by the CDE**

APPLICABLE STUDENT GROUPS	Baseline 2018-19	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Gr 5: 20.7% Gr 7: 0%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%	Increase by 5%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: HGCS will maintain clean & safe facilities as measured by an overall score of “Good” or better on the Facilities Inspection Tool (FIT).

Metric/Method for Measuring: Facilities Inspection Tool Score: Good/Exemplary
 * student group metrics do not apply for this outcome

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: HGCS will maintain Middle School Dropout Rates <1%.

Metric/Method for Measuring: CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Continue to develop and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Full implementation of the academic content standards for all students
- Train and develop all teachers on effective & research-based pedagogical strategies & Common Core State Standards.
- New teachers will participate in Induction Program as needed.
- Leadership team will use teacher input, classroom observation data, and student’s assessment results to guide annual planning for professional development.

Expected Annual Measurable Outcomes

Outcome #1: All students will have access to standards-aligned instructional materials, as measured by curriculum inventory records.

Metric/Method for Measuring: Curriculum inventory records.

* student group is not a numerically significant student group at this time.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: All teachers will be appropriately credentialed and assigned.

Metric/Method for Measuring: Credential reporting on SARC, CALPADS

*** student group metrics do not apply for this outcome**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Increase percentage of EL who make progress towards English Language Proficiency.

Metric/Method for Measuring: Summative ELPAC Performance.

*** This metric does not apply to the following student groups**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	59.2%	60%	62%	63%	64%	65%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Annual reclassification rate will increase by 2% as measured by ELPAC, & reported on CALPADS reporting.

Metric/Method for Measuring: EL Reclassification Rate

*** This metric does not apply to the following student groups**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	10%	12%	14%	16%	18%	20%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

Engage parents, families, and members of the community as partners through communication and education to support student academic achievement and provide a safe, supportive, inclusive, and positive learning environment.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Provide supports and services to engage and partner with families
- Train and develop staff on trauma informed practices.
- Provide parents with opportunities to provide input in decision-making via the Parent Advisory Committee (PAC) and/or English Learner Parent Advisory Committee and/or ELAC
- Provide translation services for all school events.
- Schoolwide implementation of Positive Behavioral Interventions and Supports.

Expected Annual Measurable Outcomes

Outcome #1: Maintain suspension rates <2%.

Metric/Method for Measuring: Suspension Rates

* student group is not a numerically significant student group at this time.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2.4%	<3%	<2%	<2%	<2%	<2%
English Learners	2.3%	<3%	<2%	<2%	<2%	<2%
Socioeconomically Disadvantaged Students	1.8%	<3%	<2%	<2%	<2%	<2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	4.3%	<3%	<2%	<2%	<2%	<2%
African American Students	0%	<3%	<2%	<2%	<2%	<2%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	1.8%	<3%	<2%	<2%	<2%	<2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Annually increase parent satisfaction on parent survey.

Metric/Method for Measuring: Survey Participation rate

* student group metrics do not apply for this outcome

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	30%	35%	40%	45%	50%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Annually increase student participation on the student survey and sense of safety.

Metric/Method for Measuring: Survey Participation rate.

*** student group metrics do not apply for this outcome**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	49%	51%	53%	55%	57%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain expulsion rates <1%.

Metric/Method for Measuring: Expulsion rates

*** student group is not a numerically significant student group at this time..**

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	<1%	<1%	<1%	<1%	<1%

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES

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. Cal Ed. Code §47605(c)(5)(C).

STUDENT INFORMATION SYSTEM

Howard Gardner Community School currently uses Illuminate as its Student Information System where all student information is housed.

MANDATED STATE ASSESSMENTS

Howard Gardner Community School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. HGCS shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) 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 the Charter School.

School-wide and student group 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, in ELA and Math, CAASPP California Alternate Assessment (CAA) in grades 3-8 (where applicable), California Science Test (CAST) in grades 5 & 8, Physical Fitness Test in grades 5 & 7, and the ELPAC for English Learners.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

Our goal is to ensure that every student meets or exceeds grade level standards in all subjects as detailed in the LCFF Tables in Element 2. The classroom teacher uses student achievement data to assess and monitor student progress, identify appropriate interventions, and provide small group instruction, additional differentiation and scaffolding. Assessment data is used to develop annual measurable outcomes, development of our school's Local Control and Accountability Plan (LCAP), further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, modifications to the master schedule and measure program efficacy. The Executive Director, teachers and staff are held accountable by the Board of Directors to ensure all students meet annual growth targets and school-wide measurable outcomes.

As outlined in the school's assessment schedule chart below, students are assessed using various types of modalities. Teachers implement formative assessments including but not limited to entrance/exit slips, think pair share, classroom polls /surveys, projects and quizzes. Additionally, students are assessed throughout the academic year via writing assessments, formative (entrance/exit tickets, quick checks, surveys), summative and benchmark assessments across all disciplines. The Northwest Evaluation Assessment

(NWEA) Measures of Academic Progress are administered three times per year and serve as a nationally normed, standardized achievement test which measures what learners know and informs what they are ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the learner. Teachers utilize the results of NWEA MAP Growth assessment to better understand the student’s individual needs and assist them to progress in the assessed area.

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.

The following chart provides an overview of the types of local and state-mandated assessments administered by subject area and frequency.

HOWARD GARDNER COMMUNITY SCHOOL'S ASSESSMENT SCHEDULE			
ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
CAASPP/CAA: ELA	3-8	State Mandated	Annually
NWEA MAP	K-8	Benchmark	3 times/year
ESGI	K	Diagnostic	Annually
Developmental Reading Assessment	K-8	Reading Assessment	Varies
Formative Assessments	TK-8	Local Assessment	Varies
Summative Assessments	TK-8	Local Assessment	Varies
MATHEMATICS			
CAASPP/CAA: MATH	3-8	State Mandated	Annually
NWEA MAP	K-8	Benchmark	3 times/year
Formative Assessments	TK-8	Local Assessment	Varies
Summative Assessments	TK-8	Local Assessment	Varies
SCIENCE			
CA Science Test (CAST)	5 & 8	State Mandated	Annually
Formative Assessments	TK-8	Local Assessment	Varies
Summative Assessments	TK-8	Local Assessment	Varies
SOCIAL STUDIES			
Formative Assessments	TK-8	Local Assessment	Varies
Summative Assessments	TK-8	Local Assessment	Varies
ENGLISH LANGUAGE DEVELOPMENT/EL			
ELPAC: Initial, Summative	TK-8	State Mandated	Annually
PHYSICAL EDUCATION			
Physical Fitness Test (PFT)	5 & 7	State Mandated	Annually

REPORTING OF DATA

Howard Gardner Community 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 encouraged to participate and provide input in the Charter School's educational program. Howard Gardner Community School uses the school's accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

The Executive Director hosts monthly "Coffee with the Director" meetings per year with parents/guardians to discuss schoolwide data, attendance, and seek input on LCAP goals, actions and services.

The Executive Director presents at each Board of Directors meeting on enrollment, attendance, student achievement data, staffing, LCAP Goals & Annual Measurable Outcomes, and other issues pertaining to the Charter School. Teachers meet in grade level teams to review student work, disaggregate and analyze various types of assessments administered across all disciplines: English Language Arts, Math, History/Social Studies, and Science.

DATA ANALYSIS & REPORTING

Howard Gardner Community School is committed to reflective practice and gathers, analyzes and synthesizes data in order to guide our instructional program. Data is used to identify students who need intervention and/or academic enrichment in the form of course enrollment and/or supplemental resources. In preparation for the academic school year, the Executive Director and Leadership Team convenes with teachers to assist in the collection, disaggregation and analysis of student achievement data.

Our school administers internal and external standards-aligned assessments to measure student progress and performance, disaggregate and analyze data through a comprehensive needs assessment that drives our school's strategic plan, and local control and accountability plan, that support strong academic achievement for every student. This comprehensive approach to analyzing data allows our teachers to identify standards taught effectively and those that need to be re-taught through differentiation and/or reinforced; while the Executive Director identifies and provides appropriate research-based professional development for teachers either whole-group or individualized.

Howard Gardner Community School uses data analysis to inform and improve teaching to maximize student learning through grade level mastery and to improve its Multi-tiered System of Supports. In order to ensure students, meet statewide performance standards, the school's Director in collaboration with the Leadership Team oversees the collection and analysis of state mandated assessments, including internal benchmarks.

In preparation for the academic school year, the Executive Director convenes with the Leadership Team and then teachers to assist in the collection, disaggregation and analysis of student achievement data. Teachers collaborate in multi-grade teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings, Coffee with the Director, and/or parent-teacher conferences.

GRADING & PROGRESS REPORTING

Howard Gardner Community School provides multiple methods for progress reporting for parents. For all grade levels, parents receive 2 semester report cards and 2 progress reports. During the month of January, all students participate in student led-conferences with the teacher and their parents. The report card for grades TK-5 is a CA State Standards aligned report card that outlines specific topics and skills that students are expected to master by the end of any particular grade level. For grades 6-8, report cards include traditional academic letter grades. In all cases the report cards provide meaningful teacher comments as a valuable means of reporting progress.

All teachers schedule a mandatory parent conference during the first trimester of the school year. Additionally, teachers schedule parent conferences throughout the year based on need.

ELEMENT 4: GOVERNANCE

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

The governance structure of Howard Gardner Community Charter School is organized to meet the educational needs of all students enrolled in HGCS. Each level of governance has been designed to support and advance the mission, vision, and stated goals of this charter.

Tax-Exempt, Non-Profit Public Benefit Corporation

HGCS is a directly funded independent charter school operated as Howard Gardner Community Charter School, a California non-profit public benefit corporation, pursuant to California law.

HGCS operates autonomously from the District, with the exception of the supervisory oversight as required by statute. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of HGCS, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by HGCS, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix B please find the Howard Gardner Community Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Conflict of Interest

Howard Gardner Community Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, 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 B and has been submitted to the County Board of Supervisors for approval.

Board of Directors

HGCS is governed by the Board of Directors of Howard Gardner Community Charter School (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board has a legal fiduciary responsibility to act in good faith and in the best interests of HGCS.

The Board shall consist of no less than five (5) directors, of which:

- At least one (1) board member shall be a parent representative with a child attending HGCS.
- At least one (1) board member will be selected to represent a community member.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, HGCS may appoint another community member to ensure that the Board is maintained with an odd number of directors. Board roster and biographies can be found in Appendix A.

Board of Directors Meetings and Duties

The Board of Directors meets regularly, at least quarterly, at a location within the District's boundaries and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of HGCS including, but not limited to, the following:

- Hiring and evaluating and discharging the Executive Director.
- Fundraising, promotion and implementation of HGCS's mission and vision.
- Carries the mission of the school into the community and brings the views of the community into the school.
- Approving and executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.
- Adhere to the Brown Act
- Approving and monitoring the implementation of fiscal, legal and governmental functions of the school.

Notices, agendas, and minutes of meetings will be recorded and retained in the Howard Gardner Community Charter School files. These records will be accessible for public and District review upon request.

Board Development

HGCS's Executive Director will provide, offer or coordinate basic training for the Board on the Brown Act, Robert's Rules of Order, conflicts of interest, and roles and responsibilities of the Board.

Executive Director/Principal

The Executive Director serves as the instructional leader for professional and paraprofessional staff assigned to the site; responsible for management of all aspects of the school operation, including supervision of all instruction, supervision and evaluation of certificated and classified employees, communication with the school community, supervision of school in-service programs; discipline, state and federal compliance, budget, student achievement, and serving as administrator for HGCS in IEP's and in all other capacities.

Staff, Parent and Community Involvement in School Governance

Staff, parent, and community involvement in the governance of HGCS is assured by virtue of their participation on the Board of Directors and school advisory committees.

Parent Advisory Committee (PAC)

HGCS will have a Parent Advisory Committee (PAC). Per Education Code 52063 the Committee must be majority parents and include parents of English Learners, Low Income and Foster Youth. The PAC will also provide input and feedback on the LCAP.

Per Education Code 64001 Charter Schools may use the Local Control and Accountability Plan (LCAP) to serve as the School Plan for Student Achievement (SPSA), provided that the LCAP meets federal school planning requirements and stakeholder requirements established in subdivision (a) of section 52062, and is adopted at a public hearing pursuant to Section 52062 or 47606.5, as applicable. Therefore, state requirements for Title I School planning are no longer applicable, and Charter Schools are not required to have a School Site Council. The LCAP must be presented to a required Parent Advisory Committee (PAC) as noted above.

English Learner Advisory Committee (ELAC)

If at any time HGCS has a population of EL students greater than 20 students, HGCS will establish an English Learner Advisory Committee. An ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. The ELAC would assist HGCS in the development of HGCS's needs assessment, annual language census, and ways to help parents become aware of the importance of regular attendance. HGCS will follow all applicable requirements regarding the composition of the ELAC, elections, and training. The ELAC will also provide input and feedback on the LCAP.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Howard Gardner Community Charter School will recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that will uphold the instructional philosophy outlined in its vision statement. The recruitment process will include posting job descriptions at local community organizations, promoting school site job fairs on the ED-Join job search website, creating a school employment/career website, posting jobs at teacher credentialing program sites and advertising in the community and regional newspapers.

In accordance with Education Code 47605(e)(1), Howard Gardner Community Charter School will not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age gender, disability, or other bases prohibited by law.

With respect to the Educational Employment Relations Act (EERA), Howard Gardner Community Charter School sets the terms and working conditions for all employees, and will do so consistent with state (EERA) and federal law, and shall be the public school employer of Howard Gardner Community Charter School employees.

Howard Gardner Community Charter School shall have the sole responsibility and authority to determine staffing levels and to select, evaluate, assign, and discipline personnel.

Administration

Executive Director/Principal

Qualifications:

- A current valid California Administrative Services Credential, or equivalent, authorizing administration at elementary and/or secondary school level.
- Master's degree in education, educational administration, nonprofit management, law, counseling, social work, psychology or a closely related field AND seven (7) years of progressively responsible experience in the field of education, at least two of which were in an administrative/leadership capacity.
- A teaching credential in elementary and/or secondary education with at least five (5) years of classroom teaching experience.
- CLAD or BCLAD required.
- Knowledge and experience in special education and charter school experience is preferred

School Operations Manager

The School Operations Manager performs highly responsible and confidential managerial duties in order to assist the Executive Director with a variety of administrative details, such as weekly/monthly fiscal accounting (accounts payable), payroll, human resources, and district/state charter accountability; interpret policies and regulations for officials, staff and the public; plan, manage, coordinate and organize office activities, public relations and flow of communications and information for the Executive Director.

Qualifications:

- High school diploma plus three to five years of experience in school business operations, finance, and human resources **OR**
- Bachelor's Degree in Business, Accounting or Finance

Certificated Staff

Teacher/Education Specialist

HGCS teachers will meet all requirements for employment set forth by state and local laws and mandatory clearances, including holding the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment, and will be highly skilled educators who have expressed a commitment to HGCS, as demonstrated in the petition.

In addition, candidates will be required to hold a certain "other" factor that will contribute to a Multiple Intelligences model that is part of the educational philosophy of our school. We will actively recruit what we would like to call 'renaissance' teachers who have a professional and/or educational background in a specialty such as music, art, counseling, foreign language, physical education, technology, outdoor education, or other business professionals with teaching certificates. Teachers will be required to utilize this specialty knowledge, not only in their own classes they are teaching, but in lesson planning with other teachers.

Qualifications:

- The Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment
- Possession of a Cross-cultural Language and Academic Development (CLAD) credential or EL Authorization
- Bachelor's Degree, including all courses needed to meet credential requirements.
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards- based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.

School Psychologist

Under the direction of the Executive Director, the School Psychologist provides educational counseling, guidance and related services to children in grades TK-8, including screening and assessment, individual and group counseling, and work with/referral to outside agencies as appropriate. The School Psychologist will help administration, teachers, and staff with planning, implementing, and monitoring positive behavior supports in the school setting.

Qualifications:

- Valid Pupil Personnel Services Credential required
- Master's Degree preferred
- Valid California Teaching Credential preferred
- Fingerprint/criminal justice clearance

School Counselor

Under the direction of the Executive Director, the School Counselor provides educational counseling, guidance and related services to children in grades TK-8, including screening and assessment, individual and group counseling, and work with/referral to outside agencies as appropriate. The counselor will help administration, teachers, and staff with planning, implementing, and monitoring positive behavior supports in the school setting.

Qualifications:

- Valid Pupil Personnel Services Credential required
- Master's Degree preferred
- Valid California Teaching Credential preferred
- Fingerprint/criminal justice clearance

Non-Teaching Staff

Qualifications for non-teaching staff vary according to the position. The screening process for non-teaching staff is as follows: 1) Administration will screen all applications to ensure the applicant has the appropriate education, requirements, and qualifications 2) Administration will verify references; 3) Administration will conduct a personal interview with the applicants.

Site Facilitator

Facilitates the day-to-day operations of the school. Operates a centralized telephone switchboard system at an assigned office; greet and assist visitors to the office; receive, sort and distribute incoming, outgoing and internal mail and correspondence. Perform varied and responsible secretarial duties as needed. These may include but are not limited to clerical detail; plan, coordinate and organize department activities and coordinate flow of communications for the assigned supervisor.

Qualifications:

- Any combination equivalent to graduation from high school and three years increasingly responsible secretarial experience involving frequent public contact.

Attendance Clerk/Registrar

Performs technical accounting of student enrollment and daily attendance for the school site.

Qualifications:

- High School Diploma or equivalent
- Two years of clerical experience, including one year of experience preparing/tracking attendance, developing and collecting attendance reports, and filing attendance records.
- Experience using Microsoft Applications, Google Applications and Student Information Systems (SIS).
- Ability to communicate at a professional level written and verbally

Registered Behavior Technician

Under the direct supervision of the Executive Director, assists in the development, implementation and evaluation of the behavior analysis services at the assigned campus. Assists in the development of individual behavior management plans for special education students, assists in providing in-service trainings which focus on the role of behavior analysis in planning the educational services for special education students; assists in developing and supervising the implementation of behavioral, academic, and social programs that address the needs of the special education students.

Qualifications:

- High school diploma or equivalent is required AND
- minimum of two (2) years of post-secondary preparation or equivalent work experience related to job responsibilities or combination thereof.
- Bachelor's (BA) degree from an accredited college in Psychology, Special Education or a related field **OR**
- Associate's (AA) degree preferred.
- ABA certification and experience with students with Autism highly preferred

Special Education 1:1 Aide/Paraeducator/Instructional Assistant

Under the supervision of the Executive Director or certificated designee(s) (i.e. Education Specialist, Classroom teacher), the position will offer students an extra level of support and guidance both inside and outside of the classroom. The position will assist teachers with in-class tasks, supervising specific students, or performing administrative tasks.

Qualifications:

- High school diploma or equivalent
- Minimum of two (2) years of post-secondary preparation or
- equivalent work experience related to job responsibilities or combination thereof.

Parent Liaison

The Parent Liaison is responsible for facilitating communication between parents/guardians, families, and the School.

Qualifications:

- High school diploma or above preferred
- Strong organizational and interpersonal skills
- Excellent communication skills, both oral and written.
- Time management skills
- Fluency in Spanish is preferred
- Good work habits in attendance and punctuality
- Unquestioned integrity and commitment to HGCS and its values

Operations Assistant

Assists the School Operations Manager in ensuring the smooth functioning of the school's daily operations. Provides support services to complete the clerical and administrative work of the educational institution

Qualifications:

- High school diploma or above preferred
- Strong organizational and interpersonal skills
- Ability to manage large groups of young children and communicate with them in a nurturing, patient, and loving manner
- Unquestioned integrity and commitment to HGCS and its values
- Experience in office administration and basic accounting principles
- Time management capabilities
- Fluency in Spanish is preferred but not required

Interventionist

Under the supervision of the Executive Director or certificated designee(s) (i.e. Education Specialist, Classroom teacher), the Interventionist will offer students an extra level of support and guidance both inside and outside of the classroom. The Interventionist will assist teachers with in-class tasks, supervising students, or performing administrative tasks.

Qualifications:

- High school diploma or equivalent
- Minimum of two (2) years of post-secondary preparation or equivalent work experience related to job responsibilities or combination thereof.
- Bilingual in Spanish preferred.
- Ability to communicate clearly with students whose first language is not English.

Campus Assistant

The Campus Assistant is responsible for ensuring the safety of students and staff during non-classroom activities; minimizing the frequency and/or severity of harmful incidents;

and communicating observations and/or incidents that may impact the general well-being of students, school personnel, and/or visitors.

Qualifications:

- High school diploma or above preferred
- Strong organizational and interpersonal skills
- Knowledge of first aid/CPR, safety practices and procedures.
- Fluency in Spanish is preferred but not required

Campus Monitor

The job of Campus Monitor is done for the purpose/s of providing for the safety of students during non-classroom activities; minimizing the frequency and/or severity of harmful incidents; and communicating observations and/or incidents that may impact the general well-being of students, school personnel, and/or visitors.

Qualifications:

- High school diploma or above preferred
- Strong organizational and interpersonal skills
- Knowledge of first aid/CPR, safety practices and procedures.
- Ability to manage large groups of young children and communicate with them in a nurturing, patient, and loving manner
- Fluency in Spanish is preferred but not required

To maintain the high quality of teaching expertise, HGCS will maintain human resource files, update on a yearly basis, human resource support documentation, perform teacher evaluations, and follow a professional development calendar.

HGCS's administrative support personnel, under the guidance of Administration, will review and maintain all employee records, so that they are current with fingerprinting and background clearance, tuberculosis risk assessment and examination, if necessary, and credentialing and professional development hours. The administrative staff will also be responsible for maintaining HGCS Human Resource packets, such as:

1. Prerequisites for hiring
2. New hire packet
3. A list of what should be in main employment files (public & confidential)
4. A list of what should be in a separate medical file
5. A list of what should be in a separate I-9
6. A list for separation/dismissal

All Human Resource documents will be maintained and kept in accordance with the law.

HGCS will maintain on file, at the school, all documents indicating that its teachers hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. HGCS may use local assignment options

authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner a governing board of a school district. (Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.). Such documents are subject to periodic inspection by the District.

To maintain high teacher quality, HGCS teachers will be expected to participate in ongoing professional development that consists of weekly teaching staff meetings to discuss student achievement, share effective instructional practices, and analyze student data. HGCS requires the teaching staff to participate in training that includes, but is not limited to, CPR/First Aid, safety drills (i.e. fire, earthquake, lockdown, active shooter), and annual Mandated Reporter training.

Lastly, as stated in our charter, HGCS believes that teacher quality above all else is the most important factor in a student's academic success.

HGCS is currently in a business relationship with Charter School Management Corporation (CSMC) to provide HGCS with fiscal services, budget, accounting, payroll and back office support.

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 require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

Charter School's facilities will comply with the requirements of the Americans with Disabilities Act and any other applicable fire, health, and structural safety requirements, and the Charter School will maintain on file readily accessible records documenting its compliance. Staff will be trained annually on the safety procedures outlined in the School Safety Plan.

In order to provide safety for all students and staff, HGCS implements full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into HGCS's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and/or Board of Directors. A complete copy of such policies are available upon request. The following is a summary of the health and safety policies of HGCS:

Procedures for Campus Visitors

No outsider shall enter or remain on school grounds during school hours without having registered with the front office or designee, except to precede expeditiously to the office of the administrator or designee for the purpose of registering. If signs posted in accordance with Penal Code Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the administration or designee, an outsider shall comply with such signs. (Penal Code Section 627)

Procedures for Background Checks

Employees and contractors of HGCS 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. HGCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Principal/Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be

fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have completed a tuberculosis risk assessment and examination, if necessary.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. HGCS 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 or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff 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 rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

HGCS adheres to Education Code Section 49423 regarding administration of medication in school. HGCS will also adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis by a nurse contracted by the School. HGCS will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the school.

Diabetes

HGCS shall 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 shall 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

HGCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. HGCS shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

HGCS shall identify and implement the most appropriate methods of informing parents and guardians of its students in grades 6 through 8 of human trafficking prevention resources.

Nutritionally Adequate Free or Reduced Price Meal

HGCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

HGCS shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

HGCS shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the HGCS’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning

- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

HGCS adheres to the Howard Gardner Community Charter School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for HGCS.

Blood borne Pathogens

HGCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written plan in the Howard Gardner Community Charter School Safety Plan to address infectious control to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus 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

HGCS functions as a drug-, alcohol-, and smoke-free environment.

Facility Safety

HGCS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School tests sprinkler systems (if present), fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School conducts fire and natural disaster drills monthly.

Comprehensive Discrimination and Harassment Policies and Procedures

HGCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon 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. Howard Gardner Community Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at HGCS

(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 HGCS's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. HGCS shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

HGCS shall adopt procedures for preventing acts of bullying, including cyberbullying. HGCS shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

HGCS prides itself as a “community” school because of the strong two-way communication between families and our school. The partnerships our school has forged with community based organizations, has been critical to providing our students/families with much-needed resources for a highly vulnerable community. HGCS has partnered and continues to collaborate with organizations that include: Boys to Men, BeUtmost, Inc., and South Bay Community Services to help support the social-emotional needs of our students, in alignment with our school’s implementation of a Multi-tiered System of Supports (MTSS).

Since implementing MTSS, HGCS provides all students with a comprehensive, data-driven program that takes a proactive approach to identifying and addressing the academic, social-emotional and behavioral needs of all students, especially with students with disabilities. As a result, it has strengthened our Special Education Program, and we continue to receive praises from our families. In part, it has resulted in prospective families with Students with Disabilities to select HGCS as their school of choice to meet their child’s unique needs.

HGCS actively participates in community events that include the Chula Vista Starlight Parade, and Martin Luther King Jr. Parade on an annual basis which has also served as an effective outreach tool, a method to promote our school within the community, and student recruitment. HGCS staff and families are actively involved in the community; and our students regularly participate in community-wide events which adds another level of outreach to the community as a whole.

HGCS will strive to achieve a racial and ethnic, special education, and English learner, including redesignated fluent English proficient pupil balance amongst its student body that is reflective of the general population residing within the territorial jurisdiction of the District. The Charter School student population currently exceeds that of the District. The means by which HGCS shall continue to accomplish this goal are as follows:

HGCS will make the following measurable recruitment efforts and outreach programs during the annual open enrollment period. The recruitment and outreach efforts will include but will not be limited to:

1. Attending community events such as the Day of the Child and the Chula Vista Starlight Parade.
2. Making Community Presentations in Chula Vista including Parent and Student Orientations.
3. Updating our Website on a regular basis with recruitment information.
4. Distributing printing materials to a broad variety of community groups and agencies including the YMCA, the Boys and Girls Clubs, community churches, libraries, farmers markets and local Daycares.
5. Providing informational materials in all Media types (e-mails, advertisements, website) in both English and Spanish.
6. HGCS conducts an open enrollment period of at least 45 days.

HGCS maintains an accurate accounting of ethnic and racial, English Learner, and special education balance of students enrolled in the school. Such data is reviewed by the Administration Team and Board of Directors at least annually, whereby modifications to the recruitment and outreach efforts described above may be made.

ELEMENT 8: ADMISSION POLICIES & PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

The HGCS admissions process is designed to reach out to all families, including students with disabilities, to enable the school to have a diverse student body. All students who wish to attend HGCS will be admitted, space permitting. Admission, except in the case of a public random drawing, shall not be determined according to the place of residence of the pupil or of their parent or guardian within the state. HGCS will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Pursuant to Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), HGCS shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), HGCS shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), HGCS shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

HGCS shall require new students who wish to attend HGCS to send an email to the address listed on our website. Staff will send out the link to the Online Enrollment form to the interested parties and will assist those who do not have access to the internet to fill out this form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Information Page
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Proof of Residency¹

Public Random Drawing

Intent to Enroll Forms (“Applications”) are available on the HGCS website. 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, HGCS 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.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students who are enrolled or who have their names drawn during the lottery;
2. Children of the Charter School’s employees;
3. Residents of CVESD (proof of residence is required);
4. All other applicants

The public random drawing will be conducted using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the drawing via our website as well as directly communicated through an email or phone call to applicants.

- HGCS will collect student Intent to Enroll Forms during the open enrollment period. The Intent to Enroll data will be sorted by grade level and by whether the student will receive one of the admission preferences listed above. Within each grade level, Applications will be sorted into preference groups.
- HGCS will determine capacity in the school at each grade level. At the close of the open enrollment period, the school will evaluate the number of Applications received for each grade level, and will also evaluate the number of Applications eligible for admission preferences. Determination of admission shall begin with preference group #1 (siblings). If there is sufficient capacity within a grade level to admit all students in preference group #1, then all students in preference group #1 will be admitted. If there is not sufficient capacity within a grade level to admit all students in preference group #1, then HGCS will hold a random drawing within that preference group to determine admission. If there is remaining space available in a grade level after students from preference group #1 are admitted, then HGCS will conduct the drawing within preference group #2 to determine admission. The drawing will continue as described above through the remaining preference groups in numerical order until all available spaces are filled in each grade level

¹ HGCS shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to HGCS before enrollment.

- The drawing shall continue until all names are drawn.
- Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn and according to the admission preferences described above, as applicable. In no circumstance will a waiting list carry over to the following school year.
- Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing via email from the contact information the applicant provides and shall have three (3) school days from the date of a phone call to respond. In addition, the school shall attempt on at least one separate occasion to contact the parents/guardians of promoted students by telephone. Those families not responding within the 3 school day period will forfeit their right to enroll their student in the school for that school year.
- The Charter School will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery will take place within 30 days of closing the open enrollment period, which will be at least 45 days long.
- The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. If this is not possible, the lottery will be conducted over an online platform such as Zoom.
- The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
- The ballots shall be drawn by a representative of an outside agency or organization confirming the results of the lottery.
- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.
- All interested parties will know, prior to the holding of the lottery, how many openings are available in the school.

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. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of HGCS will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of HGCS 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 Executive Director will be responsible for contracting and overseeing the auditing process to be conducted. 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 San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director and School Operations Manager, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. All exceptions, deficiencies, and their remedies will be communicated to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The Board of HGCS will resolve audit exceptions and deficiencies in a timely fashion, anticipated to be no later than six weeks after receipt of the audit report. 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 HGCS is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION & EXPULSION POLICY AND 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 the pupil's 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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). Education Code Section 47605(c)(5)(J).

Policy

Howard Gardner Community Charter School's Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Howard Gardner Community Charter School. In creating this policy, Howard Gardner Community Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. Howard Gardner Community Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and

involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as HGCS's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary policies 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, as well as posted on our website and review with students during the 1st month of school.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, support or detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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 this 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.

HGCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion at the sole discretion of the Executive Director.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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. HGCS will follow Section 504, the IDEA, and 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 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. HGCS shall notify the District of the suspension of any student identified under the IDEA (or for

whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the District to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/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 the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, 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 removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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 the School or at any other school or a School sponsored event 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; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - 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 a student's own prescription products by a student.
 - 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, which includes but is not limited to, electronic files and databases.
 - 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. 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.
 - n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "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.
 - p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to pupils in any of grades 4 to 8, inclusive.
 - r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 8, inclusive.
 - s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
 - t. 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial

- interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic act” means the creation or transformation 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, image, or email.
 - 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 policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), 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 policy, “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.
 - u. 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).
 - v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- 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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r) 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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 schoolsite, 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 student 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 student for the

- purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 (i) to (iv), 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 policy, “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.
- u) A student 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 student 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).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

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 student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device 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.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

HGCS will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

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 administration designee) with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student. The conference may be omitted if the Executive Director (or administration 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified in writing of the student's right to return to school for the purpose of the conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(j)(i).

This conference shall be held within two 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent/guardian at the conference.

a. Notice to Parents/Guardians

At the time of the suspension, the Executive Director (or administration 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(s) committed by the student, as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If HGCS 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. Parents can appeal the suspension within five days in writing to the Executive Director or Administrative designee.

b. Suspension Time Limits/Recommendation for Placement/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 the pupil and the pupil's guardian or representative will be invited to a hearing if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when HGCS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Administrative Panel (and/or Executive Director) upon either of the following determinations: 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.

c. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 by the neutral and impartial Board following a hearing before it or by Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a Board member. 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.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to gather information to present to the Board of Directors and 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 and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. Howard Gardner Community Charter School' Board decision is final. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student 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 student. 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 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 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, which shall be examined only by the 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 student.

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, legal counsel or non-attorney advisor; and (c) elect to have the hearing closed while testifying.
2. The 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 hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 the complaining witness to the witness stand.
 7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person 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 their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their 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 entity 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, guardian, or other support person including a non-attorney. 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 and decision by the Board 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 and 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 student, 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 their 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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Howard Gardner Community Charter School Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and/or student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, HGCS 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 a transcript of grades or report card and health information.

K. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from HGCS as Howard Gardner Community Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students 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. HGCS 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.

N. Rehabilitation Plans

Students who are expelled from HGCS shall be given a rehabilitation plan upon expulsion as developed by the Board 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 (1) year from the date of expulsion when the student may reapply to HGCS for readmission.

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student 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 Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission is

also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

HGCS shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary of Students with Disabilities

1. Notification of SELPA

HGCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who HGCS or the SELPA 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 alternative 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, HGCS, 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 HGCS in question was the direct result of the local educational agency's failure to implement the IEP.

If HGCS, 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 HGCS, 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 HGCS 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/guardian and HGCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If HGCS, the parent/guardian, 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 HGCS 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or HGCS 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/guardian or HGCS, 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 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and HGCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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 U.S.C. Section 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 U.S.C. Section 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 IEP/504 Team shall determine the student's interim alternative educational setting.

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 IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if HGCS had knowledge that the student was disabled before the behavior occurred.

HGCS 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/guardian 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 HGCS 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 IDEA-eligible children with disabilities, including the right to stay-put.

If HGCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. HGCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by HGCS pending the results of the evaluation.

HGCS shall not be deemed to have knowledge of that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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. Education Code Section 47605(c)(5)(K).

All certificated staff members participate in the State Teachers Retirement System (STRS) according to their eligibility. Eligible employees participating in STRS shall retain all previous vested rights in STRS. This will include but is not limited to, the Administration, if certificated, and teachers.

All non-certificated staff will participate in the federal social security program.

The School Operations Manager is responsible for ensuring that appropriate arrangements for STRS and Social Security coverage has been made.

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. Education Code Section 47605(c)(5)(L).

No student may be required to attend HGCS. Students who reside within the District who choose not to attend HGCS may attend school within the District according to District policy or school within the District or at another school district through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in HGCS will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in HGCS, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at HGCS. Employees of the District who choose to leave the employment of the District to work at HGCS will have no automatic rights of return to the District after employment by HGCS unless specifically granted by the District through a leave of absence or other agreement. HGCS employees shall have any right upon leaving the District to work in HGCS that the District may specify, any rights of return to employment in a school district after employment in HGCS that the District may specify, and any other rights upon leaving employment to work in HGCS that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to HGCS. Employment by Howard Gardner Community Charter School provides no rights of employment at any other entity, including any rights in the case of closure of HGCS.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Howard Gardner Community 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 Howard Gardner Community Charter School and the District, Charter School staff, employees and Board members of Howard Gardner Community Charter School and District representatives agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and the Howard Gardner Community Charter School Executive Director or designee. 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, this shall be noted in the written dispute statement (although HGCS recognizes that 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 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 Howard Gardner Community Charter School Administrator (Principal and Executive Director) or designee and District representative 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 (the District may designate one or more District representatives to participate in meetings) who shall jointly meet with the District representative and the Howard Gardner Community Charter School Administrator or designee 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 District representative and the Howard Gardner Community Charter School Administrator or 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 District representative and Howard Gardner Community Charter School Administrator or designee shall jointly develop the format of the mediation session. 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 Howard Gardner Community Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Howard Gardner Community Charter School.

The Chula Vista Elementary School District may inspect or observe any part of the Charter School at any time, but shall provide reasonable notice to the Director of HGCS prior to any observation or inspection.

Internal Disputes

HGCS will create an environment of open communication where students, staff, and parents are comfortable to discuss current concerns and problems as they develop with the Principal and/or Executive Director. In the event the needs of the students, staff, and parents are not met, all internal disputes will be brought to the attention of the School Administration to seek resolution pursuant to Board-adopted policies. HGCS shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at HGCS shall be provided with a copy of HGCS's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to HGCS.

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 pupil records. Education Code Section 47605(c)(5)(O).

Closure of HGCS will be documented by official action of the Board of Directors. 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. HGCS Board of Directors will designate a School employee(s) to remain on the payroll of the School beyond the School closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters directly related to the closedown procedures.

The HGCS staff will promptly notify parents and students of HGCS, the District, the San Diego County Office of Education, HGCS's SELPA, the retirement systems in which HGCS employees participate (e.g., 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 HGCS staff will ensure that the notification to the parents and students 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 HGCS.

HGCS staff 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 it will provide to the HGCS Board or closure entity for closure-related activities.

As applicable, HGCS 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. HGCS will ask the District to store original records of Charter School students. All student records of HGCS shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, HGCS 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, HGCS will prepare final financial records. HGCS will also have an independent audit completed within six months after closure. HGCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by HGCS 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 HGCS.

HGCS will complete and file any annual reports required pursuant to Education Code Section 47604.33.

On closure of HGCS, all assets of HGCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending HGCS, remain the sole property of Howard Gardner Community Charter School, the nonprofit public benefit corporation operating HGCS, and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. 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, Howard Gardner Community Charter School shall remain solely responsible for all liabilities arising from the operation of HGCS.

As HGCS is operated by Howard Gardner Community Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of HGCS, 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 C, HGCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

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(h).

Attached, as Appendix C, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time. The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the District.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, such as its current contractor, CSMC.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Criteria for Contract Services

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The Charter School currently procures its own administrative services through an appropriately qualified third-party contractor. Specifically, the Charter School currently contracts with CSMC, a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- STRS and PERS Setup and Management
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

D. 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(h).

The Charter School is located at 647 E Street, Chula Vista, California 91910, pursuant to a private lease. It is composed of three (3) multipurpose rooms (cafeteria, auditorium and staff lounge), ten (10) classrooms, ten (10) restrooms (5 of which are located in the primary classrooms), seven (7) office spaces, an outdoor patio, one (1) playground, and a parking lot. It is approximately 17,000 square feet. HGCS has also been in communication with the building owner in regard to remodeling and possible expansion of the current facility.

E. Transportation

The Charter School will not provide transportation to and from school, except as required by law.

F. Attendance Accounting

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

G. Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal

requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated as 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(d), an authority that grants a charter to a charter school operated by or as 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's 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 the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDICES

APPENDIX A: BOARD ROSTER & BIOGRAPHIES

APPENDIX B: ARTICLES OF INCORPORATION; BYLAWS & CONFLICT OF INTEREST

APPENDIX C: 3-YEAR BUDGET; 3-YEAR CASH FLOW

APPENDIX D: 2016-19 CAASPP ELA & MATH REPORTS

**APPENDIX A:
BOARD ROSTER & BIOGRAPHIES**



Governing Board Roster

Name of Board Member & Position	Term	Biography
Lisa Berlanga - President	3/6/2019 - 3/6/2021	<p>Lisa Berlanga is a San Diego Native, graduated from the University of San Diego with a BA and a teaching credential. She immediately pursued her M.Ed. in Curriculum and Instruction and a few years later she pursued an administrative credential at San Diego State University. She began her career as a primary teacher in the southeast area of San Diego Unified. After hearing about the levels of teacher collaboration at Darnall Charter School, she transferred there and spent the next twelve years there as teacher, assistant director and eventually director of the charter. Lisa's next challenge, led her to work supporting and advocating for the broader charter movement as Regional Director with the California Charter Schools Association. From there she tackled running a non-profit organization, United Parents for Education, who worked to meaningfully engage underrepresented parents at the school district level. Eventually missing student interaction, she returned to a school site as principal at King Chavez Preparatory Academy in Barrio Logan serving middle school students and finally to Diego Hills Central Charter High School where she currently serves as principal.</p>
Cynthia Gomez - Treasurer	8/27/2020-8/27/2022	<p>Cynthia Gomez is the Director of Business and Operation at San Diego Global Vision Academy. She began her administrative career at Darnall Charter School in 1993. After 13 years at Darnall she went to work at the California Charter Schools Association (CCSA) as a Regional Assistant Manager for three years. Primary responsibilities included the development of charter schools for San Diego, Imperial Valley and Orange County. She returned to an administrative post for a single site in Chula Vista at Leonardo da Vinci Health Sciences Charter School as the Business and Operations Manager for three years. Overall, she has 27 years of experience navigating through the educational terrain of the CA public charter system.</p>

Elijahmay Azucena - Secretary	3/6/2019 - 3/6/2021	Elijahmay Azucena is a grateful single mother of three; Eraine attending CSUSM, Emma in High School and previous student of Howard Gardner and Emily a present middle school student at Howard Gardner Community School. She serves as an Intake Specialist-Case Managing at a Non-Profit Organization, specializing in assisting clients by collaborative assessment to their individual needs, provide advocacy options and support systems with respect and dignity. She has previously held an Administration and Management related position. During her spare time, she enjoys volunteering as a Project Assistant at a local organization. Also, she has experienced homeschooling her children. As a parent, she believes in being involved in our children's education and provide support to the school. It is a passion to serve on the committee. As a Board member, she understands and accepts the responsibilities; to make important decisions and protect the interest of the school, monitoring and managing financial resources and eagerness to participate at every meeting.
Josh Stepner - Member	4/14/2020 - 4/14/2022	Josh Stepner was born and raised in San Diego, California. This is his 26 th year in education. He has taught many different grade levels, coached sports teams, and finally landed in the administrative realm as a dean of students, vice principal, and currently, the principal at Leonardo da Vinci Charter School. He has been the principal at LdVCS since 2016. He also has a Bachelor of Arts in education from the University of San Diego and a master's degree in Educational Leadership (M.Ed.) from San Diego State University. He is a staunch advocate for student achievement, an absolute believer in restorative discipline practices and strives only to ensure students are safe and well cared for each day.
Lucy Gonzalez - Member	3/6/2019 - 3/6/2021	Luz Maria Gonzalez has had the privilege of being her granddaughter's guardian and belonging to this great school. She is an entrepreneur woman dedicated to my family, friends and business. She has been an entrepreneur since 2007. Her business is located in Chula Vista, California. It fascinates her to be part of this great community and loves giving back by employing talented people, where she can form a great team and are at the service of the community. Her passion to learn something new every day, gives her the opportunity to use her hidden qualities and talents at work, with her grandchildren, and with others. She is a grandmother who cares about the education of her grandchildren. She has shown them to always have love and respect for their school and teachers. Despite the difficulties and obstacles that we are experiencing in these times, she believes that we all have the ability to move forward with our life projects. She feel very committed and at the same time she is honored to be part of the board of directors of this school.

**APPENDIX B:
ARTICLES OF INCORPORATION;
BYLAWS;
CONFLICT OF INTEREST**

FILED WIn the Office of the Secretary of State
of the State of California

OCT - 6 2010

ARTICLES OF INCORPORATION
OFHoward Gardner Community Charter School
A California Public Benefit Corporation

ARTICLE ONE: The name of this corporation is Howard Gardner Community Charter School.

ARTICLE TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purposes for which this corporation is organized are to operate a California public charter school that provides expanded educational choices and opportunities for families in Chula Vista and San Diego County.

ARTICLE THREE: The name and address in the state of California of the corporation's initial agent for service of process is Shannon S. Richardson who resides at 310 1st Ave. Chula Vista, CA 91910.

ARTICLE FOUR: a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended.

b) Notwithstanding any other provision of these Articles, this corporation shall not engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and this corporation shall not carry on any other activities not permitted to be carried on

1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 as now enacted or hereafter amended, or

2) (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

c) No substantial part of the activities of this corporation shall consist of propaganda, lobbying, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in (including publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

ARTICLE FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

Shannon Richardson: 310 1st Ave. Chula Vista, CA 91910
Sue Black: 1354 Los Coches Ct., Chula Vista, CA 91910
Michelle Kotas: 2491 la costa ave, Chula Vista, CA 91915

ARTICLE SIX: The Property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and which has established its tax-exempt status under Section 501c(3) of the Internal Revenue Code.

Date:
10/1/10

Shannon S. Richardson
Shannon S. Richardson, Director

Sue Black
Sue Black, Director

Michelle Kotas
Michelle Kotas, Director

We the above-mentioned directors of this corporation, hereby declare that we are the persons who executed the forgoing articles of incorporation, which instrument is our act and deed.

Shannon S. Richardson
Shannon S. Richardson, Director

Sue Black
Sue Black, Director

Michelle Kotas
Michelle Kotas, Director

**Bylaws of
Howard Gardner Community Charter School
A California Nonprofit Public Benefit Corporation**

**ARTICLE 1
OFFICES**

SECTION 1. PRINCIPAL OFFICE

The principal office of Howard Gardner Community Charter School (the "Corporation") for the transaction of its business is located at 647 E Street, Chula Vista, CA 91910 in San Diego County, California.

SECTION 2. CHANGE OF ADDRESS

The county of the Corporation's principal office can be changed only by amendment of these bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment by these bylaws.

SECTION 3. OTHER OFFICES

The Corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Directors may, from the time, designate.

**ARTICLE 2
PURPOSES**

SECTION 1. OBJECTIVES AND PURPOSES

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California ("Nonprofit Corporation Law") for public and charitable purposes.

The primary objectives and purposes of the Corporation shall be:

- a. To establish and operate a California public charter school that provides expanded educational choices and opportunities for all families in Chula Vista and San Diego County.
- b. To provide a well-rounded education that is child-centered and emphasizes a child's strength through multiple intelligences that would empower them to become influential contributors in an ever-changing global society.
- c. To develop a cadre of professional teachers with the knowledge and skills to be able to provide an inquiry-driven project-based learning curriculum focused on the whole-child.

The Corporation shall not carry on other activities not permitted to be carried on by:

(a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial parts of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition of any candidate for public office.

ARTICLE 3 DEDICATION OF ASSETS

SECTION 1. DEDICATION OF ASSETS

The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's charter. No part of the net earnings, properties, or assets, of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties or assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE 4 CORPORATION WITHOUT MEMBERS
--

SECTION 1. CORPORATION WITHOUT MEMBERS

The Corporation shall have no voting members within the meaning of the Nonprofit Corporation

Law.

ARTICLE 5 DIRECTORS

SECTION 1. NUMBER

The corporation shall have not fewer than five (5) directors, and no more than nine (9) directors, unless changed by amendment to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). All directors, except for the representative designated by the charter authorizer, shall be designated by the existing Board of Directors.

Members of the Board of Directors shall include:

- At least one (1) parent representative with at least one child attending Howard Gardner Community Charter School.
- At least one (1) will represent education and the business community.

SECTION 2. POWERS

Subject to the provision and limitations of the Nonprofit Corporation Law and any other applicable law, and subject to any limitations in the articles of incorporation and bylaws the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- Perform any and all duties imposed on them collectively or individually by law, by the articles of incorporation of this corporation, by the school's charter, by the Charter School's Act, or by these bylaws;
- Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of the Executive Director and/or other officers, agents, and employees hired for purposes of performances of governance duties.
- Supervise the Executive Director or other officers, agents, or employees directly hired by the Board of Directors to assure that their duties are performed properly.
- Approve and monitor the school's budget and fiscal practices, including the receipt of grants and donations;
- Meet at such times and places as required by these bylaws;
- Register their addresses with the secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notice thereof.

SECTION 4. TERMS OF OFFICE

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from the office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

SECTION 5. NOMINATION PROCESS

Nominations for Board of Directors members will be accepted no later than thirty days prior to the April Annual Meeting of the Board of Directors. Staff and parents of students attending Howard Gardner Community Charter School, and local community leaders may nominate candidates to be elected to the Board of Directors.

Candidates must submit a biography and resume outlining the skill and qualifications to serve on the Board of Directors. At the annual meeting in April, public communication will precede the interviews of candidates to be conducted by the Board of Directors.

SECTION 6. COMPENSATION

Directors may not receive compensation for their services as directors or officers, except that directors may receive reimbursement of expenses incurred in the performance of their duties to the corporation as the Board of Directors may establish to be just and reasonable as to the corporation at the time the resolution is adopted.

SECTION 7. RESTRICTION REGARDING INTERESTED DIRECTORS

No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

SECTION 8. PLACE OF MEETINGS

Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., ("Brown Act").

A two-way teleconference location shall be established at each school site and each resource center, if any.

SECTION 9. REGULAR AND ANNUAL MEETINGS

Regular meetings of the Howard Gardner Community Charter School Board of Directors shall be held quarterly during the school year, and as deemed necessary at other times and places to be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Secretary of the Board of Directors shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SECTION 10. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the chairperson of the Board, if there is such an officer, or by a majority of the Board of Directors and such meetings shall be held at the place and time designated by the person or persons calling the meeting.

SECTION 11. NOTICE OF SPECIAL MEETINGS

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the record of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors are regularly held.
- b. Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time and place of the meeting and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

SECTION 12. QUORUM FOR MEETINGS

A quorum shall consist of a majority of directors then in office. Except as otherwise provided in these bylaws no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion, which the Chairperson shall entertain at such a meeting is a motion to adjourn. Directors may not vote by proxy. The vote or abstention

of each Board member present for each action taken shall be publicly reported.

The Directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the articles of incorporation or bylaws of this corporation.

SECTION 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the directors present at the meeting duly held at which a quorum is present is the act of the Board of Directors.

SECTION 14. TELECONFERENCE MEETINGS

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act and Education Code Section 47604.1(c) are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

All such Directors shall be deemed to be present in person at such meetings.

SECTION 15. CONDUCT OF MEETINGS

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Meetings of the Board of Directors shall be presided over by the chairperson of the board, or, in his or her absence, by a chairperson chosen by a majority of the Directors present at the meeting. In the absence of the secretary of the board, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these bylaws, with the articles of incorporation of this corporation, the Brown Act or any other provision of law.

SECTION 16. ADJOURNMENT

A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

SECTION 17. VACANCIES

Vacancies on the Board of Directors shall exist (1) on the death, resignation, or removal of any director, (2) whenever the number of authorized directors is increased, (3) the declaration by resolution of the Board of Directors of a vacancy on the office of a director who has been declared of unsound mind by the final order of court, or convicted of a felony, or been found by a final order or judgement of any court to have breached any duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article; and (4) upon the failure of a parent representative to have at least one child attending Howard Gardner Community Charter School.

SECTION 18. RESIGNATION OF DIRECTORS

Any director may resign effective upon giving written notice to the chairperson of the Board, or the secretary of the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the California Attorney General.

SECTION 19. VACANCIES FILLED BY BOARD

Vacancies on the Board, except for the representative appointed by the charter authorizer, may be filled by approval of the Board or, if the number of Directors then in office is less the regular of special on a quorum, by (1) the affirmative vote of a majority of the Directors then in office at a meeting of the Board, or (2) a sole remaining Director. A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation, or removal from office. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

SECTION 20. REMOVAL OF DIRECTORS

Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 19 of this Article.

SECTION 21. CREATION OF POWERS OF COMMITTEES

The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the number of Directors then in office, at a meeting duly held at which a quorum is present. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal Bylaws or adopt new Bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its expressed terms is not so amendable or subject to repeal;
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

SECTION 22. MEETINGS AND ACTION OF COMMITTEES

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these Bylaws concerning meetings, other board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for governance of any committee as long as the rules are consistent with these Bylaws. If the Board of Directors has not adopted rules, the committee may do so.

SECTION 23. NON LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

SECTION 24. INDEMNIFICATION

To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such position, against all expenses, judgements, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceedings,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request of the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

SECTION 25. INSURANCE

The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer’s, Director’s, employee’s, or agent’s status as such.

SECTION 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

The Howard Gardner Community Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

<p style="text-align: center;">ARTICLE 6 OFFICERS</p>

SECTION 1. NUMBER OF OFFICERS

The officers of this Corporation shall be a Chairperson of the Board, a Secretary, and a Treasurer. The Executive Director and/or Administrative Designee should attend all regular board meetings to give their report to the Board. The Corporation, at the Board’s direction, may also have one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Section 4, of this Article. The officers, in addition to the corporate duties set forth in this Article, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

SECTION 2. DUPLICATION OF OFFICE HOLDERS

Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may not serve concurrently as the Chairperson of the Board or the Executive Director.

SECTION 3. ELECTION OF OFFICERS

The officers of the Corporation shall be nominated by the Officers of the Board and elected annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

SECTION 4. REMOVAL OF OFFICERS

Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

SECTION 6. RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

SECTION 7. VACANCIES IN OFFICE

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

SECTION 8. CHAIRPERSON OF THE BOARD

The Chairperson of the Board of Directors shall preside at the board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

SECTION 9. EXECUTIVE DIRECTOR

The Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specifications.

SECTION 10. SECRETARY

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or

emergency and, if special or emergency, how authorized; the notice given and a copy thereof; the names of the Directors present at Board of Directors and committee meetings; the vote or abstention of each Director present for each action taken; any approval of the minutes; and formal dissents from Board actions. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these Bylaws require to be given. The Secretary shall keep corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of Directors or the Bylaws may require.

SECTION 11. TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times. The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the board of Directors may designate' (b) disburse the Corporation's fund as the board of Director may order; (c) render to the Chairperson of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation' and (d) have such other powers and perform such other duties as the board, contract, job specification, or the Bylaws may require. If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety of sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession of.

<p style="text-align: center;">ARTICLE 8 EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS</p>
--

SECTION 1. EXECUTION OF INSTRUMENTS

The board of Directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the Chairperson of the Corporation.

SECTION 3. DEPOSITS

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the Corporation any contribution, gift, grant, bequest, or devise for the charitable or public purposes of this Corporation.

<p style="text-align: center;">ARTICLE 8 CORPORATE RECORDS, REPORTS, AND SEAL</p>

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The Corporation shall keep at its principal office in the State of California:

- A. Minutes of all meetings of the Board of Directors and committees of the Board indicating the time and place of holding such meetings, whether regular or special, how called, the manner of notice given and a copy thereof, the names of those present and the proceedings thereof; the vote or abstention of each Director present for each action taken; any approval of the minutes; and formal dissents from Board actions.
- B. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
- C. A copy of the corporation's articles of incorporation and bylaws as amended to date
- D. Such additional reports and records as required by law.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS' INSPECTION RIGHTS

Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. An inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of

documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

SECTION 4. ANNUAL REPORT

The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- A. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- B. The principal changes in assets and liabilities, including trust funds;
- C. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- D. The Corporation's expenses or disbursement for both general and restricted purposes;
- E. Any information required under these Bylaws; and
- F. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's book and records.

SECTION 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS

The Corporation shall comply with Corporations Code section 6322.

<h3>ARTICLE 9</h3> <h3>CONTRACTS WITH DIRECTORS</h3>
--

SECTION 1. CONTRACTS WITH DIRECTORS

The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor shall the Corporation enter into a contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's Directors are directors or have a material financial interest).

<h3>ARTICLE 10</h3> <h3>CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES</h3>

SECTION 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Howard Gardner Community Charter School Conflict of Interest Code have been fulfilled.

ARTICLE 11
LOANS TO DIRECTORS AND OFFICERS

SECTION 1. LOANS TO DIRECTORS AND OFFICERS

This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement.

ARTICLE 12
FISCAL YEAR OF THE CORPORATION

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the July 1st and end on June 30th of each year.

ARTICLE 13
BYLAW AMENDMENTS

SECTION 1. BYLAW AMENDMENT

The Board of Directors may adopt, amend or repeal any of these Bylaws by a two-thirds majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter that created the Howard Gardner Community Charter School or any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

Bylaws of
Howard Gardner Community Charter School
A California Nonprofit Public Benefit Corporation

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Howard Gardner Community Charter School, a California nonprofit public benefit corporation, and certify that the foregoing bylaws are a true and correct copy of the bylaws of the corporation named in the title thereto and that such bylaws were duly adopted by the Board of Directors of said corporation on

_____, and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Secretary

HOWARD GARDNER COMMUNITY CHARTER SCHOOL

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the **Howard Gardner Community Charter School** hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of **Howard Gardner Community Charter School** (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County

Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board and their alternates (if applicable)	1, 2
Executive Director of Charter School	1, 2
Consultants/New Positions	1

¹ Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Charter School Executive Director may determine, in writing, that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code. (Government Code § 81008.)

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

Designated positions assigned to this category must report:

- a) Interest in real property, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property located in whole or in part within a two-mile radius:
 - of any school district that has authorized an HGCS charter school, or
 - of any facility utilized by HGCS, or
 - of a proposed site for a HGCS facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2 Reporting:

Designated positions assigned to this category must report:

- a) Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by HGCS.

Category 3 Reporting:

Designated positions assigned to this category must report:

- a) A. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

**APPENDIX C:
3-YEAR BUDGET; 3-YEAR CASHFLOW**

Howard Gardner - Cash Flow		FY2122	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2122	Enrollment	225.00	Advance Apportionment Period (July-January)												
	ADA %	95.00%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
	ADA	213.75	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Description		Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Revenue Limit		2,108,604	102,723	150,527	207,083	162,592	162,592	207,083	162,592	217,504	206,223	161,732	161,732	105,959	100,263
Total Federal Revenue		237,705	-	-	-	19,371	-	-	29,214	-	-	5,000	24,214	-	159,907
Other State Revenue		390,884	-	-	-	4,480	1,000	1,000	109,494	1,000	1,000	60,564	1,000	1,000	210,346
Local Revenue		141,862	6,439	6,439	11,590	11,590	11,590	11,590	11,590	11,590	11,590	11,590	11,590	-	24,672
Total Revenue		2,879,054	109,162	156,966	218,673	198,033	175,182	219,673	312,890	230,094	218,813	238,886	198,536	106,959	495,188
Certificated Salaries		868,174	72,348	72,348	72,348	72,348	72,348	72,348	72,348	72,348	72,348	72,348	72,348	72,348	-
Classified Salaries		492,083	39,435	41,150	41,150	41,150	41,150	41,150	41,150	41,150	41,150	41,150	41,150	41,150	-
Employee Benefits		422,543	35,212	35,212	35,212	35,212	35,212	35,212	35,212	35,212	35,212	35,212	35,212	35,212	-
Total Personnel Expenses		1,782,800	146,995	148,710	148,710	148,710	148,710	148,710	148,710	148,710	148,710	148,710	148,710	148,710	-
Books and Supplies		207,570	16,108	20,868	20,868	20,868	16,108	16,108	16,108	16,108	16,108	16,108	16,108	16,108	-
Services & Other Operating Expenses		800,961	66,747	66,747	66,747	66,747	66,747	51,362	68,945	68,945	68,945	68,945	68,945	68,945	-
Capital Outlay		55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-
Other Outgo		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses		1,063,531	87,438	92,198	92,198	92,198	72,053	89,635	89,635	89,635	89,635	89,635	89,635	89,635	-
Total Expenses		2,846,331	234,432	240,907	240,907	240,907	220,762	238,345	238,345	238,345	238,345	238,345	238,345	238,345	-
Net Income		32,724	(125,271)	(83,941)	(22,234)	(42,874)	(45,580)	(18,672)	74,545	(8,251)	(19,532)	541	(39,809)	(131,386)	495,188

CASH FLOWS															
Cash At Beginning of Period	6/30/21 Balance	1,152,144	1,453,499	1,423,594	1,455,396	1,466,559	1,475,015	1,918,290	1,997,418	1,993,750	1,978,801	1,983,925	1,948,699	1,821,896	
Cash At End of Period		1,152,144	1,453,499	1,423,594	1,455,396	1,466,559	1,475,015	1,918,290	1,997,418	1,993,750	1,978,801	1,983,925	1,948,699	1,821,896	

Howard Gardner - Cash Flow		FY2223	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2223	Enrollment	230.00	<i>Advance Apportionment Period (July-January)</i>												
	ADA %	95.00%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
	ADA	218.50	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Description		Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Revenue Limit		2,155,049	105,562	154,429	212,686	167,207	167,207	212,686	167,207	221,031	209,499	164,019	164,019	107,007	102,492
Total Federal Revenue		238,955	-	-	-	19,371	-	-	29,214	-	-	5,000	24,214	-	161,157
Other State Revenue		395,950	-	-	-	4,687	1,000	1,000	111,687	1,000	1,000	61,779	1,000	1,000	211,797
Local Revenue		144,704	6,581	6,581	11,846	11,846	11,846	11,846	11,846	11,846	11,846	11,846	11,846	-	24,928
Total Revenue		2,934,658	112,143	161,010	224,532	203,111	180,053	225,532	319,953	233,877	222,345	242,644	201,079	108,007	500,374
Certificated Salaries		882,914	73,576	73,576	73,576	73,576	73,576	73,576	73,576	73,576	73,576	73,576	73,576	73,576	-
Classified Salaries		506,846	40,618	42,384	42,384	42,384	42,384	42,384	42,384	42,384	42,384	42,384	42,384	42,384	-
Employee Benefits		447,963	37,330	37,330	37,330	37,330	37,330	37,330	37,330	37,330	37,330	37,330	37,330	37,330	-
Total Personnel Expenses		1,837,723	151,525	153,291	153,291	153,291	153,291	153,291	153,291	153,291	153,291	153,291	153,291	153,291	-
Books and Supplies		211,721	16,430	21,285	21,285	21,285	16,430	16,430	16,430	16,430	16,430	16,430	16,430	16,430	-
Services & Other Operating Expenses		817,023	68,085	68,085	68,085	68,085	68,085	68,085	68,085	68,085	68,085	68,085	68,085	68,085	-
Capital Outlay		55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-
Other Outgo		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses		1,083,744	89,098	93,953	93,953	93,953	89,098	89,098	89,098	89,098	89,098	89,098	89,098	89,098	-
Total Expenses		2,921,467	240,623	247,244	247,244	247,244	242,389	242,389	242,389	242,389	242,389	242,389	242,389	242,389	-
Net Income		13,191	(128,480)	(86,234)	(22,712)	(44,133)	(62,336)	(16,857)	77,565	(8,512)	(20,044)	255	(41,310)	(134,382)	500,374

CASH FLOWS															
Cash At Beginning of Period	6/30/22 Balance	1,821,896	1,809,853	1,728,202	1,710,074	1,670,524	1,612,771	1,983,832	2,065,980	2,062,051	2,046,590	2,051,428	2,014,701	1,884,903	1,884,903
Cash At End of Period		1,821,896	1,809,853	1,728,202	1,710,074	1,670,524	1,612,771	1,983,832	2,065,980	2,062,051	2,046,590	2,051,428	2,014,701	1,884,903	1,884,903

Howard Gardner - Cash Flow		FY2324	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
FY2324	Enrollment	235.00	Advance Apportionment Period (July-January)												
	ADA %	95.00%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%	
	ADA	223.25	6%	12%	8%	8%	8%	8%	8%	33%	17%	17%	17%	17%	
Description		Budget	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Revenue Limit		2,239,915	107,863	157,793	217,322	170,854	170,854	217,322	170,854	233,424	221,642	175,173	175,173	116,922	104,720
Total Federal Revenue		239,580	-	-	-	19,371	-	-	29,214	-	-	5,000	24,214	-	161,782
Other State Revenue		400,970	-	-	-	4,769	1,000	1,000	113,920	1,000	1,000	63,013	1,000	1,000	213,269
Local Revenue		147,565	6,724	6,724	12,103	12,103	12,103	12,103	12,103	12,103	12,103	12,103	12,103	-	25,185
Total Revenue		3,028,030	114,587	164,517	229,426	207,097	183,957	230,426	326,091	246,528	234,745	255,290	212,490	117,922	504,956
Certificated Salaries		909,401	75,783	75,783	75,783	75,783	75,783	75,783	75,783	75,783	75,783	75,783	75,783	75,783	-
Classified Salaries		544,299	43,691	45,510	45,510	45,510	45,510	45,510	45,510	45,510	45,510	45,510	45,510	45,510	-
Employee Benefits		459,777	38,315	38,315	38,315	38,315	38,315	38,315	38,315	38,315	38,315	38,315	38,315	38,315	-
Total Personnel Expenses		1,913,477	157,789	159,608	159,608	159,608	159,608	159,608	159,608	159,608	159,608	159,608	159,608	159,608	-
Books and Supplies		215,956	16,758	21,711	21,711	21,711	16,758	16,758	16,758	16,758	16,758	16,758	16,758	16,758	-
Services & Other Operating Expenses		833,781	69,482	69,482	69,482	69,482	69,482	69,482	69,482	69,482	69,482	69,482	69,482	69,482	-
Capital Outlay		55,000	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	-
Other Outgo		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operational Expenses		1,104,737	90,823	95,776	95,776	95,776	90,823	90,823	90,823	90,823	90,823	90,823	90,823	90,823	-
Total Expenses		3,018,214	248,612	255,384	255,384	255,384	250,431	250,431	250,431	250,431	250,431	250,431	250,431	250,431	-
Net Income		9,816	(134,025)	(90,867)	(25,958)	(48,286)	(66,474)	(20,006)	75,659	(3,904)	(15,686)	4,859	(37,941)	(132,509)	504,956

CASH FLOWS															
Cash At Beginning of Period	6/30/23 Balance	1,884,903	1,867,315	1,781,031	1,759,656	1,715,953	1,654,062	2,027,161	2,107,404	2,108,083	2,096,980	2,106,422	2,073,064	1,945,138	1,945,138
Cash At End of Period		1,884,903	1,867,315	1,781,031	1,759,656	1,715,953	1,654,062	2,027,161	2,107,404	2,108,083	2,096,980	2,106,422	2,073,064	1,945,138	1,945,138

Howard Gardner Community School			FY2122	FY2223	FY2324
FY2021-FY2324		Enrollment	225	230	235
MYP Summary		ADA %	95.00%	95.00%	95.00%
		ADA	213.75	218.50	223.25
Account Code	Rst	Description	MYP	MYP	MYP
8000-8099		Revenue Limit	2,108,604	2,155,049	2,239,915
8100-8299		Total Federal Revenue	237,706	238,956	239,581
8300-8599		Other State Revenue	390,884	395,950	400,971
8600-8999		Local Revenue	141,862	144,704	147,564
8000-8999		Total Revenue	2,879,054	2,934,659	3,028,031
1000-1999		Certificated Salaries	868,174	882,914	909,401
2000-2999		Classified Salaries	492,083	506,846	544,299
3000-3999		Employee Benefits	422,543	447,963	459,777
Total Personnel Expenses			1,782,800	1,837,723	1,913,477
4000-4999		Books and Supplies	207,570	211,721	215,956
5000-5999		Services & Other Operating Expenses	800,961	817,023	833,781
6000-6999		Capital Outlay	55,000	55,000	55,000
7000-7999		Other Outgo	-	-	-
Total Operational Expenses			1,063,531	1,083,744	1,104,737
Total Expenses			2,846,331	2,921,467	3,018,214
Net Income			32,724	13,192	9,817
		Net Income as a % of LCFF revenue	1.55%	0.61%	0.44%
		Net Income as a % of Total expenses	1.15%	0.45%	0.33%
		Beginning Balance	1,918,397	1,951,121	1,964,313
		Ending Balance	1,951,121	1,964,313	1,974,130
		Ending Balance as a % of Total expenses	68.55%	67.24%	65.41%

Howard Gardner MYP (Multi Year Projection) Narrative

The MYP is a multiyear budget to be presented on the charter renewal – this reflects years 2021-22, 2022-23 and 2023-24.

1. Enrollment and ADA from 2021-22 to 2023-24 are projected on this report as follows: 225/213.75, 230/218.50, and 235/223.25, each fiscal year, respectively.
2. Total revenues from 2021-22 to 2023-24 are projected on this report as follows: ~\$2.8M, ~\$2.9M, and ~\$3.0M, each fiscal year, respectively. Expand each section to view the note in the “Notes/Assumptions” column for how each item was estimated as well as the tab labeled “Assumptions”. The revenue generally increased with ADA.
3. Total expenses from 2021-22 to 2023-24 are projected on this report as follows: ~\$2.8M, ~\$2.9M, and ~\$3.0M, each fiscal year, respectively. Expand the sections to view the notes in the “Notes/Assumptions” column for how each item was estimated. Primary increases to expenses include, a new teacher in 2021-22, an instructional aide in 2023-24, increases for the teachers’ and staff wages, STRS and PERS increases based off latest projections, and increases to operational expenses.
4. Net Income from 2021-22 to 2023-24 are projected on this report as follows: a net income of ~\$32K, ~\$13K, and ~\$9K, each fiscal year, respectively.
5. Fund Balance from 2021-22 to 2023-24 are projected on this report as follows: ~\$1.95M, ~\$1.96M, and ~\$1.97M, each fiscal year, respectively.

**APPENDIX D:
2016-19 CAASPP ELA & MATH
REPORTS**



Home About **Assessments** Additional Resources News Releases Contact

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

View Test Results Search / Compare Results Understanding Results Performance Trend Reports Research Files

[< Back to Test Results at a Glance](#)

[Print Test Results](#) | [Get Research Files](#)

Detailed Test Results for: School: Howard Gardner Community Charter

CDS Code: 37-68023-0124321 | County: San Diego | District: Howard Gardner Community Charter

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2015-16 Student Group: All Students (Default) School Type: All Schools

Apply Selections

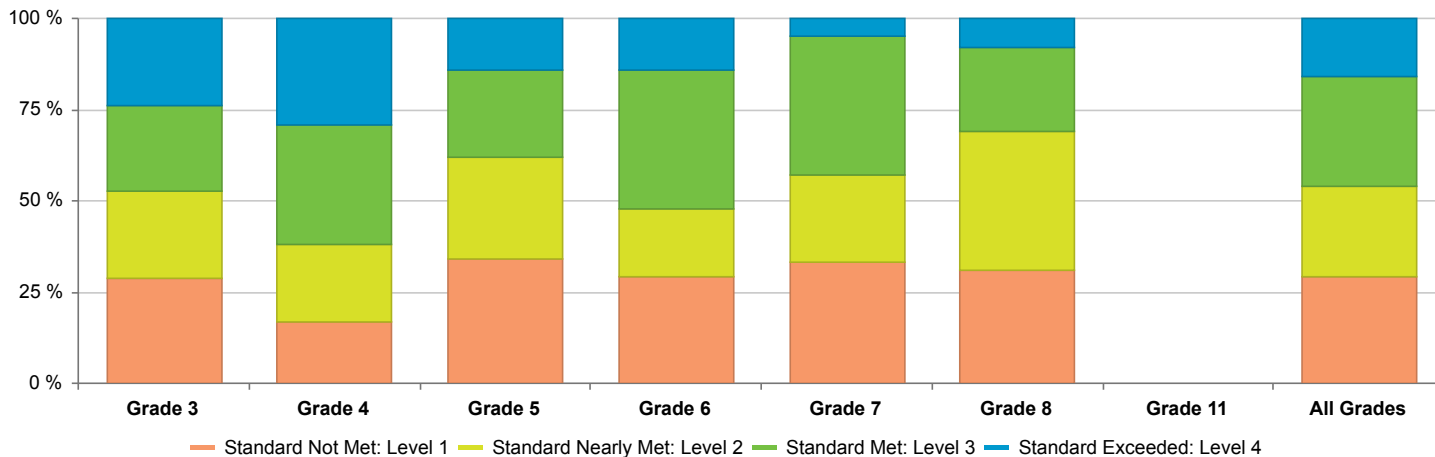
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2015-16 Detailed Test Results





ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.


[English Language Arts/Literacy Achievement Level Descriptors](#)▼ **Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	22	27	30	21	22	13	N/A	135
Number of Students Tested ⁱ	21	24	29	21	21	13	N/A	129
Number of Students With Scores ⁱ	21	24	29	21	21	13	N/A	129
Mean Scale Score	2420.9	2480.0	2480.6	2519.8	2522.2	2533.3	N/A	N/A
 Standard Exceeded: Level 4 ⁱ	24 %	29 %	14 %	14 %	5 %	8 %	N/A	16 %
 Standard Met: Level 3 ⁱ	24 %	33 %	24 %	38 %	38 %	23 %	N/A	30 %
 Standard Nearly Met: Level 2 ⁱ	24 %	21 %	28 %	19 %	24 %	38 %	N/A	25 %
 Standard Not Met: Level 1 ⁱ	29 %	17 %	34 %	29 %	33 %	31 %	N/A	29 %


[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	14 %	17 %	10 %	14 %	14 %	8 %	N/A	13 %
Near Standard ⁱ	38 %	50 %	48 %	67 %	48 %	62 %	N/A	51 %
Below Standard ⁱ	48 %	33 %	41 %	19 %	38 %	31 %	N/A	36 %

WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	24 %	13 %	24 %	5 %	19 %	15 %	N/A	17 %
Near Standard ⁱ	57 %	67 %	52 %	57 %	43 %	46 %	N/A	54 %
Below Standard ⁱ	19 %	21 %	24 %	38 %	38 %	38 %	N/A	29 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	14 %	21 %	17 %	14 %	10 %	8 %	N/A	15 %
Near Standard ⁱ	67 %	71 %	55 %	62 %	52 %	62 %	N/A	61 %
Below Standard ⁱ	19 %	8 %	28 %	24 %	38 %	31 %	N/A	24 %

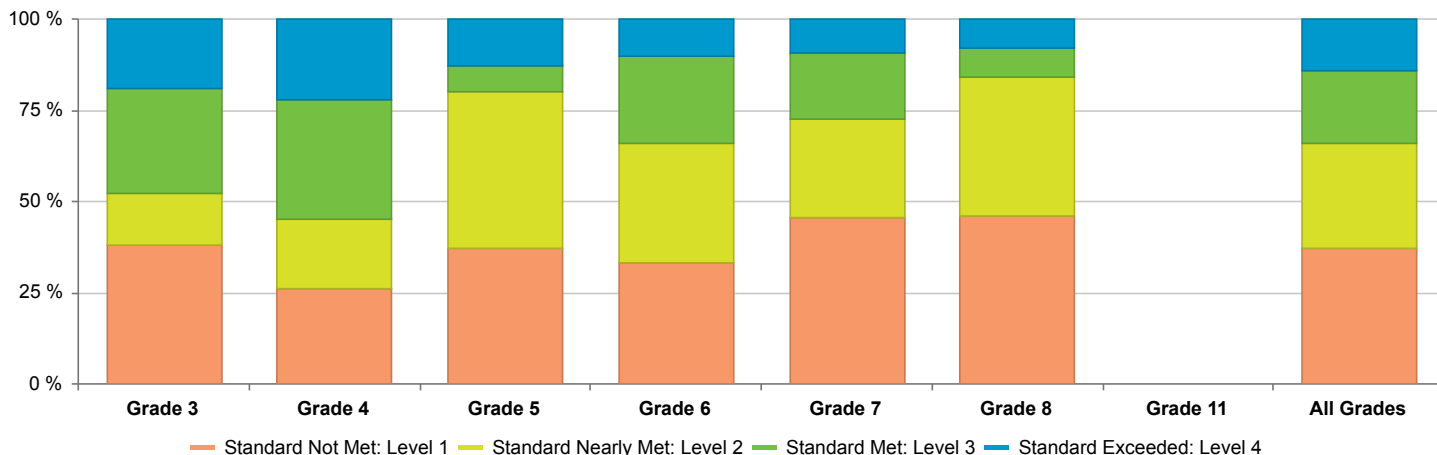
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	24 %	42 %	28 %	33 %	24 %	15 %	N/A	29 %
Near Standard ⓘ	57 %	54 %	59 %	43 %	43 %	46 %	N/A	51 %
Below Standard ⓘ	19 %	4 %	14 %	24 %	33 %	38 %	N/A	20 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement





Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	22	27	30	21	22	13	N/A	135
Number of Students Tested ⓘ	21	27	30	21	22	13	N/A	134
Number of Students With Scores ⓘ	21	27	30	21	22	13	N/A	134
Mean Scale Score	2420.3	2479.9	2475.0	2499.9	2501.5	2514.8	N/A	N/A
Standard Exceeded: Level 4 ⓘ	19 %	22 %	13 %	10 %	9 %	8 %	N/A	14 %
Standard Met: Level 3 ⓘ	29 %	33 %	7 %	24 %	18 %	8 %	N/A	20 %
Standard Nearly Met: Level 2 ⓘ	14 %	19 %	43 %	33 %	27 %	38 %	N/A	29 %
Standard Not Met: Level 1 ⓘ	38 %	26 %	37 %	33 %	45 %	46 %	N/A	37 %

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	19 %	44 %	17 %	14 %	23 %	8 %	N/A	22 %
Near Standard 	43 %	22 %	37 %	43 %	23 %	46 %	N/A	34 %
Below Standard 	38 %	33 %	47 %	43 %	55 %	46 %	N/A	43 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14 %	22 %	13 %	14 %	18 %	15 %	N/A	16 %
Near Standard 	57 %	30 %	23 %	52 %	45 %	46 %	N/A	40 %
Below Standard 	29 %	48 %	63 %	33 %	36 %	38 %	N/A	43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	24 %	33 %	3 %	0 %	23 %	0 %	N/A	15 %
Near Standard 	52 %	33 %	47 %	76 %	50 %	77 %	N/A	53 %
Below Standard 	24 %	33 %	50 %	24 %	27 %	23 %	N/A	32 %

[Mathematics Area Achievement Level Descriptors](#)



[Home](#)
[About](#)
[Assessments ▼](#)
[Additional Resources](#)
[News Releases](#)
[Contact](#)

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)
[Search / Compare Results](#)
[Understanding Results](#)
[Performance Trend Reports](#)
[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#) | [Get Research Files](#)

Detailed Test Results for: School: Howard Gardner Community Charter

CDS Code: 37-68023-0124321 | County: San Diego | District: Howard Gardner Community Charter

[SUMMARY REPORT](#)
[CHANGE OVER TIME](#)

Report Options

Year: 2016-17 ▼
 Student Group: All Students (Default) ▼
 School Type: All Schools ▼

[Apply Selections](#)

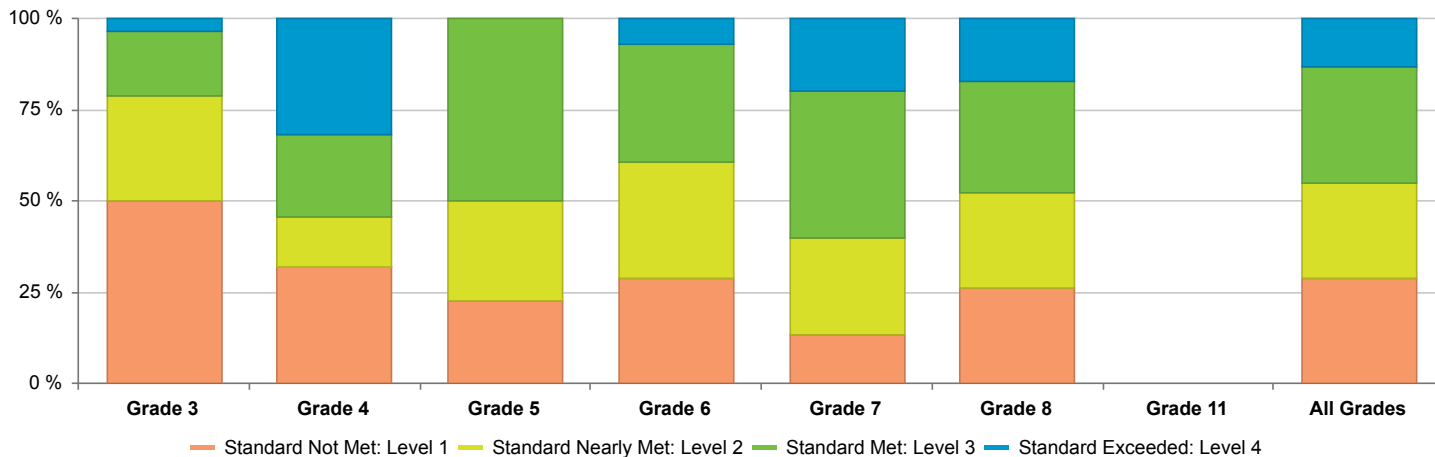
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2016-17 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution







In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

English Language Arts/Literacy Achievement Level Descriptors

▼ Data Detail - All Students (accessible data)

Overall Achievement


Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	28	22	22	29	30	24	N/A	155
Number of Students Tested ⁽ⁱ⁾	28	22	22	28	30	23	N/A	153
Number of Students With Scores ⁽ⁱ⁾	28	22	22	28	30	23	N/A	153
Mean Scale Score	2381.0	2471.6	2486.2	2504.1	2571.9	2561.4	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	3.57 %	31.82 %	0.00 %	7.14 %	20.00 %	17.39 %	N/A	13.07 %
 Standard Met: Level 3 ⁽ⁱ⁾	17.86 %	22.73 %	50.00 %	32.14 %	40.00 %	30.43 %	N/A	32.03 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	28.57 %	13.64 %	27.27 %	32.14 %	26.67 %	26.09 %	N/A	26.14 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	50.00 %	31.82 %	22.73 %	28.57 %	13.33 %	26.09 %	N/A	28.76 %

[English Language Arts/Literacy Scale Score Ranges](#)


Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	7.14 %	18.18 %	0.00 %	14.29 %	16.67 %	39.13 %	N/A	15.69 %
Near Standard ⁽ⁱ⁾	42.86 %	50.00 %	63.64 %	57.14 %	60.00 %	21.74 %	N/A	49.67 %
Below Standard ⁽ⁱ⁾	50.00 %	31.82 %	36.36 %	28.57 %	23.33 %	39.13 %	N/A	34.64 %

WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	7.14 %	22.73 %	13.64 %	10.71 %	30.00 %	26.09 %	N/A	18.30 %
Near Standard ⁽ⁱ⁾	35.71 %	54.55 %	68.18 %	53.57 %	60.00 %	56.52 %	N/A	54.25 %
Below Standard ⁽ⁱ⁾	57.14 %	22.73 %	18.18 %	35.71 %	10.00 %	17.39 %	N/A	27.45 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	10.71 %	22.73 %	4.55 %	7.14 %	13.33 %	8.70 %	N/A	11.11 %
Near Standard ⁽ⁱ⁾	64.29 %	50.00 %	68.18 %	57.14 %	70.00 %	65.22 %	N/A	62.75 %
Below Standard ⁽ⁱ⁾	25.00 %	27.27 %	27.27 %	35.71 %	16.67 %	26.09 %	N/A	26.14 %

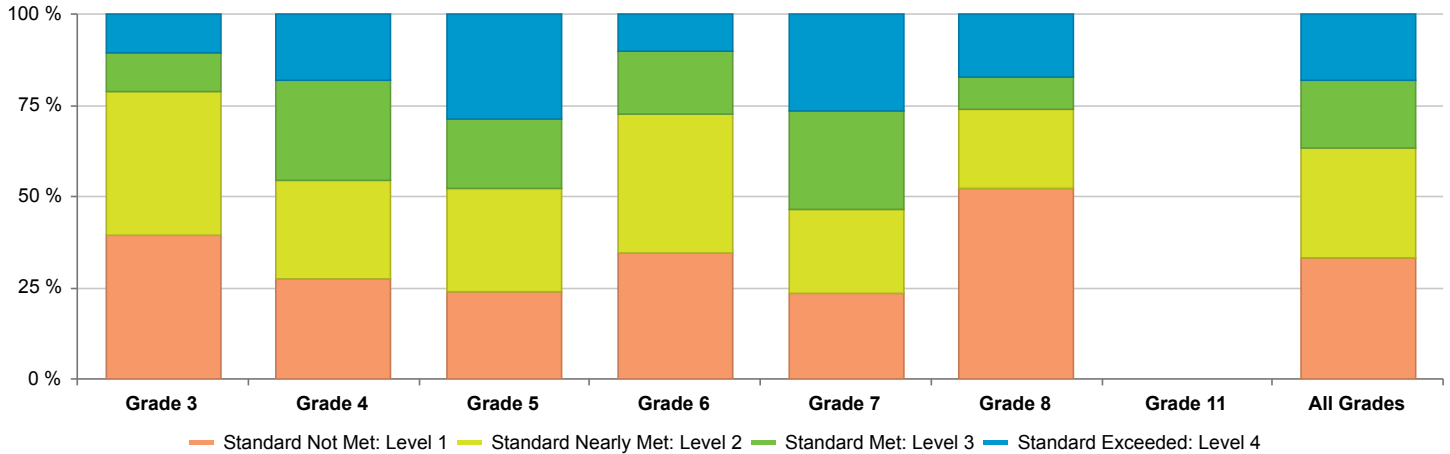
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	10.71 %	31.82 %	27.27 %	28.57 %	36.67 %	26.09 %	N/A	26.80 %
Near Standard ⓘ	53.57 %	54.55 %	59.09 %	60.71 %	50.00 %	52.17 %	N/A	54.90 %
Below Standard ⓘ	35.71 %	13.64 %	13.64 %	10.71 %	13.33 %	21.74 %	N/A	18.30 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement





Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	28	22	21	29	30	24	N/A	154
Number of Students Tested ⓘ	28	22	21	29	30	23	N/A	153
Number of Students With Scores ⓘ	28	22	21	29	30	23	N/A	153
Mean Scale Score	2400.1	2477.0	2514.7	2502.3	2560.6	2518.2	N/A	N/A
Standard Exceeded: Level 4 ⓘ	10.71 %	18.18 %	28.57 %	10.34 %	26.67 %	17.39 %	N/A	18.30 %
Standard Met: Level 3 ⓘ	10.71 %	27.27 %	19.05 %	17.24 %	26.67 %	8.70 %	N/A	18.30 %
Standard Nearly Met: Level 2 ⓘ	39.29 %	27.27 %	28.57 %	37.93 %	23.33 %	21.74 %	N/A	30.07 %
Standard Not Met: Level 1 ⓘ	39.29 %	27.27 %	23.81 %	34.48 %	23.33 %	52.17 %	N/A	33.33 %

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14.29 %	31.82 %	47.62 %	13.79 %	43.33 %	26.09 %	N/A	28.76 %
Near Standard 	32.14 %	27.27 %	23.81 %	34.48 %	23.33 %	26.09 %	N/A	28.10 %
Below Standard 	53.57 %	40.91 %	28.57 %	51.72 %	33.33 %	47.83 %	N/A	43.14 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14.29 %	13.64 %	28.57 %	10.34 %	20.00 %	17.39 %	N/A	16.99 %
Near Standard 	46.43 %	63.64 %	42.86 %	31.03 %	50.00 %	30.43 %	N/A	43.79 %
Below Standard 	39.29 %	22.73 %	28.57 %	58.62 %	30.00 %	52.17 %	N/A	39.22 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14.29 %	27.27 %	23.81 %	17.24 %	30.00 %	21.74 %	N/A	22.22 %
Near Standard 	53.57 %	40.91 %	52.38 %	48.28 %	50.00 %	43.48 %	N/A	48.37 %
Below Standard 	32.14 %	31.82 %	23.81 %	34.48 %	20.00 %	34.78 %	N/A	29.41 %

[Mathematics Area Achievement Level Descriptors](#)



Home About **Assessments** Additional Resources News Releases Contact

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

View Test Results Search / Compare Results Understanding Results Performance Trend Reports Research Files

[< Back to Test Results at a Glance](#)

[Print Test Results](#) | [Get Research Files](#)

Detailed Test Results for: School: Howard Gardner Community Charter

CDS Code: 37-68023-0124321 | County: San Diego | District: Howard Gardner Community Charter

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2017-18 Student Group: All Students (Default) School Type: All Schools

Apply Selections

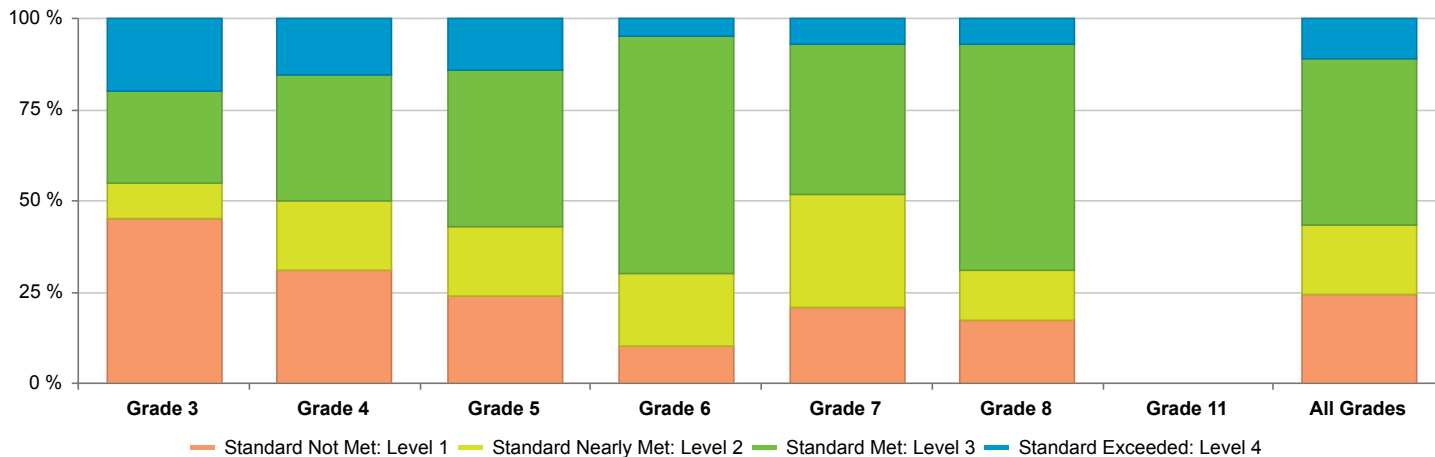
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2017-18 Detailed Test Results





ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*


[English Language Arts/Literacy Achievement Level Descriptors](#)▼ **Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	21	28	21	21	31	30	N/A	152
Number of Students Tested ⁱ	20	26	21	20	29	29	N/A	145
Number of Students With Scores ⁱ	20	26	21	20	29	29	N/A	145
Mean Scale Score	2384.0	2453.2	2498.4	2539.1	2535.9	2576.4	N/A	N/A
 Standard Exceeded: Level 4 ⁱ	20.00 %	15.38 %	14.29 %	5.00 %	6.90 %	6.90 %	N/A	11.03 %
 Standard Met: Level 3 ⁱ	25.00 %	34.62 %	42.86 %	65.00 %	41.38 %	62.07 %	N/A	45.52 %
 Standard Nearly Met: Level 2 ⁱ	10.00 %	19.23 %	19.05 %	20.00 %	31.03 %	13.79 %	N/A	19.31 %
 Standard Not Met: Level 1 ⁱ	45.00 %	30.77 %	23.81 %	10.00 %	20.69 %	17.24 %	N/A	24.14 %


[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	15.00 %	7.69 %	14.29 %	25.00 %	24.14 %	13.79 %	N/A	16.55 %
Near Standard ⁱ	40.00 %	65.38 %	57.14 %	50.00 %	34.48 %	62.07 %	N/A	51.72 %
Below Standard ⁱ	45.00 %	26.92 %	28.57 %	25.00 %	41.38 %	24.14 %	N/A	31.72 %

WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	10.00 %	11.54 %	38.10 %	5.00 %	24.14 %	20.69 %	N/A	18.62 %
Near Standard ⁱ	45.00 %	57.69 %	33.33 %	80.00 %	51.72 %	62.07 %	N/A	55.17 %
Below Standard ⁱ	45.00 %	30.77 %	28.57 %	15.00 %	24.14 %	17.24 %	N/A	26.21 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁱ	10.00 %	7.69 %	4.76 %	10.00 %	3.45 %	10.34 %	N/A	7.59 %
Near Standard ⁱ	55.00 %	76.92 %	66.67 %	80.00 %	82.76 %	68.97 %	N/A	72.41 %
Below Standard ⁱ	35.00 %	15.38 %	28.57 %	10.00 %	13.79 %	20.69 %	N/A	20.00 %

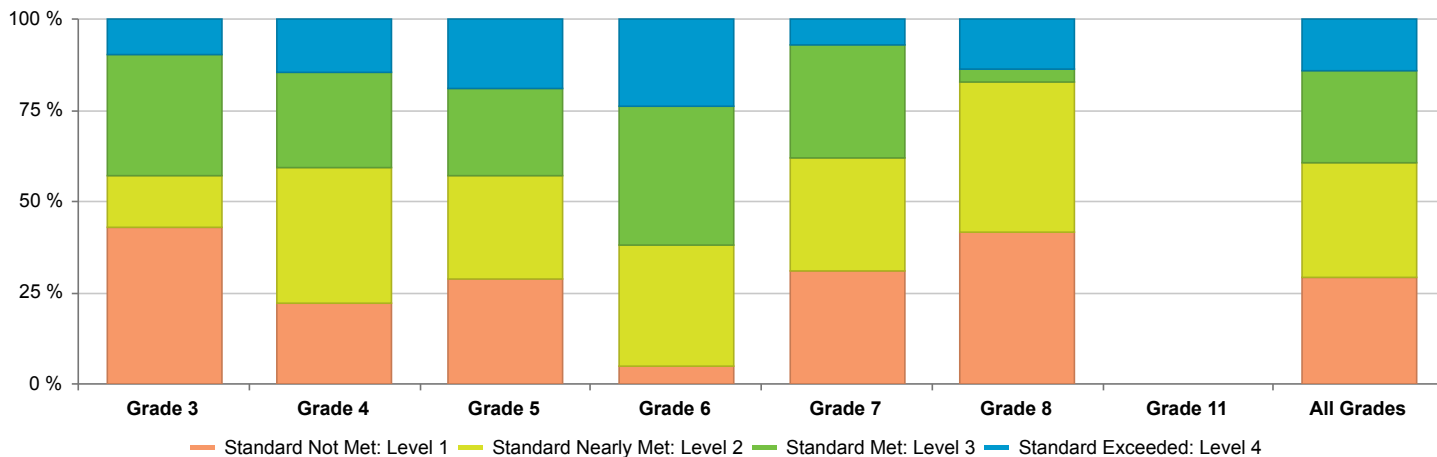
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	10.00 %	23.08 %	42.86 %	35.00 %	20.69 %	48.28 %	N/A	30.34 %
Near Standard ⓘ	55.00 %	53.85 %	42.86 %	60.00 %	62.07 %	44.83 %	N/A	53.10 %
Below Standard ⓘ	35.00 %	23.08 %	14.29 %	5.00 %	17.24 %	6.90 %	N/A	16.55 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement





Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	21	28	21	21	31	30	N/A	152
Number of Students Tested ⓘ	21	27	21	21	29	29	N/A	148
Number of Students With Scores ⓘ	21	27	21	21	29	29	N/A	148
Mean Scale Score	2407.9	2471.4	2506.7	2564.1	2521.9	2509.0	N/A	N/A
Standard Exceeded: Level 4 ⓘ	9.52 %	14.81 %	19.05 %	23.81 %	6.90 %	13.79 %	N/A	14.19 %
Standard Met: Level 3 ⓘ	33.33 %	25.93 %	23.81 %	38.10 %	31.03 %	3.45 %	N/A	25.00 %
Standard Nearly Met: Level 2 ⓘ	14.29 %	37.04 %	28.57 %	33.33 %	31.03 %	41.38 %	N/A	31.76 %
Standard Not Met: Level 1 ⓘ	42.86 %	22.22 %	28.57 %	4.76 %	31.03 %	41.38 %	N/A	29.05 %

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	28.57 %	37.04 %	30.00 %	38.10 %	17.24 %	10.34 %	N/A	25.85 %
Near Standard 	19.05 %	22.22 %	40.00 %	47.62 %	37.93 %	37.93 %	N/A	34.01 %
Below Standard 	52.38 %	40.74 %	30.00 %	14.29 %	44.83 %	51.72 %	N/A	40.14 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14.29 %	11.11 %	14.29 %	23.81 %	6.90 %	13.79 %	N/A	13.51 %
Near Standard 	38.10 %	59.26 %	42.86 %	52.38 %	65.52 %	58.62 %	N/A	54.05 %
Below Standard 	47.62 %	29.63 %	42.86 %	23.81 %	27.59 %	27.59 %	N/A	32.43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	14.29 %	18.52 %	25.00 %	19.05 %	13.79 %	10.34 %	N/A	16.33 %
Near Standard 	61.90 %	48.15 %	55.00 %	76.19 %	68.97 %	41.38 %	N/A	57.82 %
Below Standard 	23.81 %	33.33 %	20.00 %	4.76 %	17.24 %	48.28 %	N/A	25.85 %

[Mathematics Area Achievement Level Descriptors](#)



Home About **Assessments** Additional Resources News Releases Contact

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

View Test Results Search / Compare Results Understanding Results Performance Trend Reports Research Files

[< Back to Test Results at a Glance](#)

[Print Test Results](#) | [Get Research Files](#)

Detailed Test Results for: School: Howard Gardner Community Charter

CDS Code: 37-68023-0124321 | County: San Diego | District: Howard Gardner Community Charter

SUMMARY REPORT CHANGE OVER TIME

Report Options

Year: 2018-19 Student Group: All Students (Default) School Type: All Schools

Apply Selections

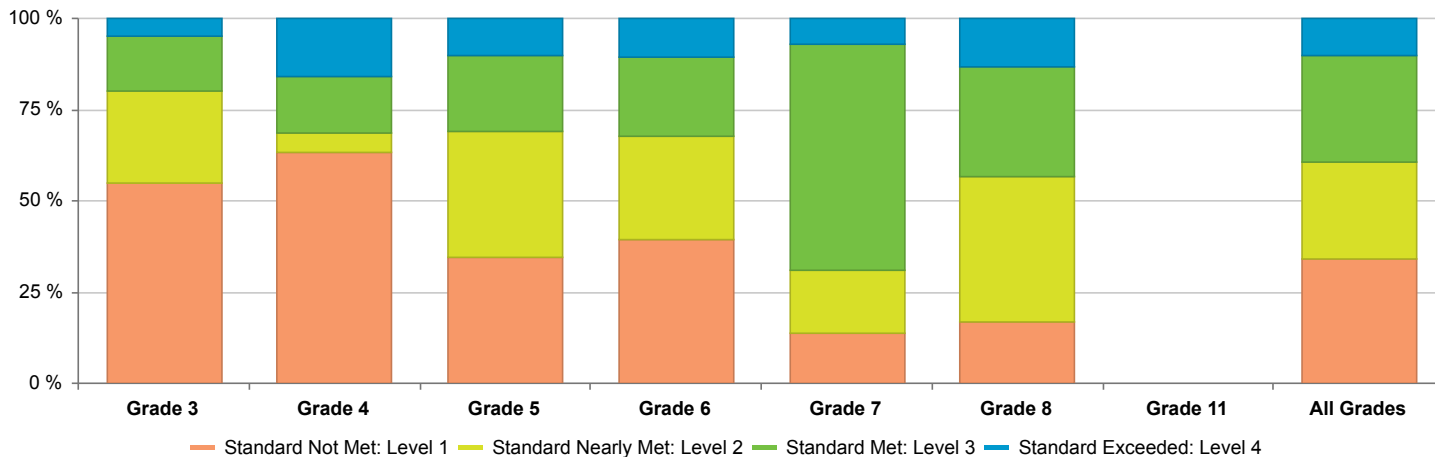
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018-19 Detailed Test Results





ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested.
"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*


[English Language Arts/Literacy Achievement Level Descriptors](#)▼ **Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁽ⁱ⁾	21	21	30	30	31	31	N/A	164
Number of Students Tested ⁽ⁱ⁾	20	19	29	28	29	30	N/A	155
Number of Students With Scores ⁽ⁱ⁾	20	19	29	28	29	30	N/A	155
Mean Scale Score	2377.8	2405.8	2469.3	2492.1	2566.9	2563.0	N/A	N/A
 Standard Exceeded: Level 4 ⁽ⁱ⁾	5.00 %	15.79 %	10.34 %	10.71 %	6.90 %	13.33 %	N/A	10.32 %
 Standard Met: Level 3 ⁽ⁱ⁾	15.00 %	15.79 %	20.69 %	21.43 %	62.07 %	30.00 %	N/A	29.03 %
 Standard Nearly Met: Level 2 ⁽ⁱ⁾	25.00 %	5.26 %	34.48 %	28.57 %	17.24 %	40.00 %	N/A	26.45 %
 Standard Not Met: Level 1 ⁽ⁱ⁾	55.00 %	63.16 %	34.48 %	39.29 %	13.79 %	16.67 %	N/A	34.19 %


[English Language Arts/Literacy Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


READING: How well do students understand stories and information that they read?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	5.00 %	21.05 %	13.79 %	10.71 %	10.34 %	16.67 %	N/A	12.90 %
Near Standard ⁽ⁱ⁾	45.00 %	21.05 %	58.62 %	42.86 %	65.52 %	46.67 %	N/A	48.39 %
Below Standard ⁽ⁱ⁾	50.00 %	57.89 %	27.59 %	46.43 %	24.14 %	36.67 %	N/A	38.71 %

WRITING: How well do students communicate in writing?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	5.00 %	5.26 %	3.45 %	21.43 %	37.93 %	33.33 %	N/A	19.35 %
Near Standard ⁽ⁱ⁾	25.00 %	47.37 %	68.97 %	39.29 %	51.72 %	60.00 %	N/A	50.32 %
Below Standard ⁽ⁱ⁾	70.00 %	47.37 %	27.59 %	39.29 %	10.34 %	6.67 %	N/A	30.32 %

LISTENING: How well do students understand spoken information?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁽ⁱ⁾	15.00 %	5.26 %	13.79 %	0.00 %	6.90 %	16.67 %	N/A	9.68 %
Near Standard ⁽ⁱ⁾	60.00 %	57.89 %	51.72 %	60.71 %	79.31 %	66.67 %	N/A	63.23 %
Below Standard ⁽ⁱ⁾	25.00 %	36.84 %	34.48 %	39.29 %	13.79 %	16.67 %	N/A	27.10 %

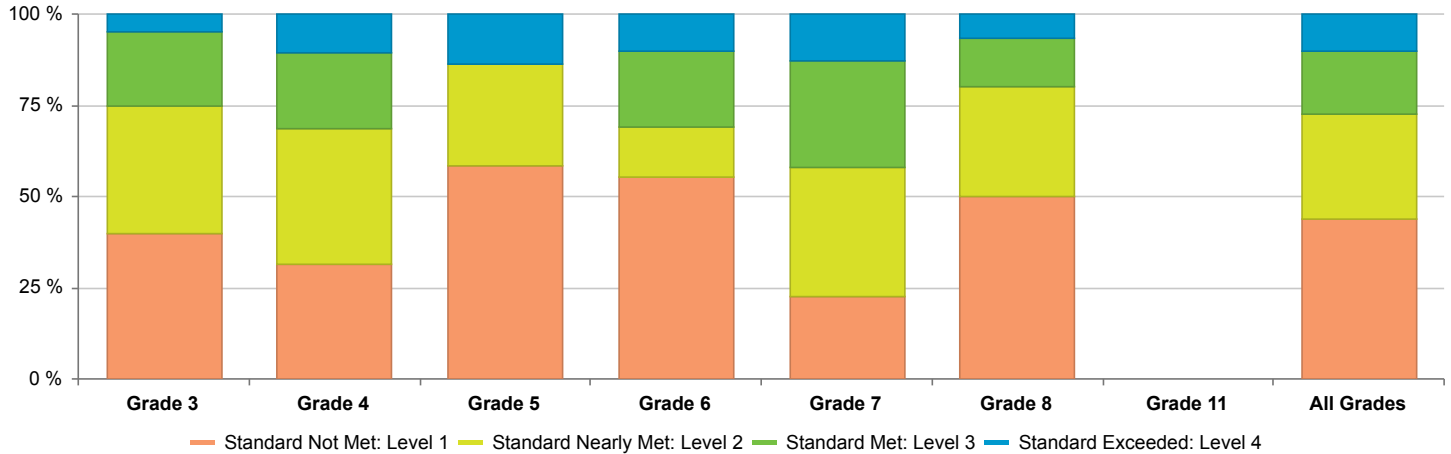
RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	5.00 %	15.79 %	17.24 %	32.14 %	44.83 %	20.00 %	N/A	23.87 %
Near Standard ⓘ	50.00 %	31.58 %	37.93 %	32.14 %	41.38 %	56.67 %	N/A	41.94 %
Below Standard ⓘ	45.00 %	52.63 %	44.83 %	35.71 %	13.79 %	23.33 %	N/A	34.19 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)

▼ Data Detail - All Students (accessible data)

Overall Achievement





Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	21	21	30	30	31	31	N/A	164
Number of Students Tested ⓘ	20	19	29	29	31	30	N/A	158
Number of Students With Scores ⓘ	20	19	29	29	31	30	N/A	158
Mean Scale Score	2396.4	2437.8	2449.1	2465.0	2550.9	2516.8	N/A	N/A
Standard Exceeded: Level 4 ⓘ	5.00 %	10.53 %	13.79 %	10.34 %	12.90 %	6.67 %	N/A	10.13 %
Standard Met: Level 3 ⓘ	20.00 %	21.05 %	0.00 %	20.69 %	29.03 %	13.33 %	N/A	17.09 %
Standard Nearly Met: Level 2 ⓘ	35.00 %	36.84 %	27.59 %	13.79 %	35.48 %	30.00 %	N/A	29.11 %
Standard Not Met: Level 1 ⓘ	40.00 %	31.58 %	58.62 %	55.17 %	22.58 %	50.00 %	N/A	43.67 %

[Mathematics Scale Score Ranges](#)





Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.





CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	10.00 %	21.05 %	13.79 %	10.34 %	22.58 %	13.33 %	N/A	15.19 %
Near Standard 	45.00 %	15.79 %	24.14 %	27.59 %	45.16 %	23.33 %	N/A	30.38 %
Below Standard 	45.00 %	63.16 %	62.07 %	62.07 %	32.26 %	63.33 %	N/A	54.43 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	5.00 %	15.79 %	10.34 %	17.24 %	9.68 %	13.33 %	N/A	12.03 %
Near Standard 	60.00 %	31.58 %	34.48 %	31.03 %	74.19 %	60.00 %	N/A	49.37 %
Below Standard 	35.00 %	52.63 %	55.17 %	51.72 %	16.13 %	26.67 %	N/A	38.61 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

 Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard 	10.00 %	21.05 %	3.45 %	10.34 %	12.90 %	3.33 %	N/A	9.49 %
Near Standard 	50.00 %	31.58 %	44.83 %	27.59 %	77.42 %	73.33 %	N/A	52.53 %
Below Standard 	40.00 %	47.37 %	51.72 %	62.07 %	9.68 %	23.33 %	N/A	37.97 %

[Mathematics Area Achievement Level Descriptors](#)