

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Howard Gardner Community School

CDS code:

37-68023-0124321

Link to the LCAP:

(optional)

<https://www.hgcschool.org>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Howard Gardner Community Charter School will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Howard Gardner Community School (HGCS) was established in Fall 2012, as a direct-funded Charter School in Chula Vista that focuses on Gardner's concept of Multiple Intelligences. HGCS currently serves 226 students in grades TK-8; with the following student demographics: 94% Hispanic, 2% African American, 2% Asian, 1% White, of which 40% are students identified as English Language Learners; 19.9% Students with Disabilities (SWD); 53% who qualify for free/reduced lunch and 1.4% Homeless Youth.

MISSION - Howard Gardner Community School provides 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.

The 2020-21 school year is the school's 2nd year of MTSS implementation. Based on input and feedback from stakeholders comprised of school staff (teachers, paraprofessionals, SPED and EL specialists), parents, and students, and analysis of our school's Fall 2019 CA School Dashboard and other forms of data, our LCAP Goals have been revised, and communicated to staff, students, parents and the community through regularly scheduled meetings (SSC, ELAC, Coffee with the Director, Board Meetings).

- Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) 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.

- 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.

- 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.

HGCS’s MTSS Leadership Team (Principal, RSP Teacher, EL Specialist, and Lead Teachers) have received extensive professional learning from the San Diego County Office of Education (SDCOE) on the Multi-tiered System of Support (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school’s systems to support students. It provides a basis for understanding how educators work together to ensure equitable access and opportunity for all students to achieve. This includes the alignment of systems and resources (state and federal) necessary for all students’ academic, behavioral and social success. This comprehensive aligned system is the primary strategy HGCS will use as they strive to improve student academic outcomes.

In addition to Dashboard and CAASPP data, HGCS uses surveys, school climate data and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed. The interim assessments include:

- NWEA MAP ELA & Math: Grades 1-8
- ESGI Assessment: TK-K (Kindergarten Readiness Assessment)
- Interim Comprehensive Assessments (ICA)
- Developmental Reading Assessment (DRA)

This data is shared through ELAC, SSC, board meetings and staff meetings to give all stakeholders information into the effectiveness of state and federal funded programs in addressing areas of need.

HGCS has received an Orange Performance Level for Suspension Rate, Chronic Absenteeism, English Language Arts and Mathematics.

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Orange | Orange | None | None | Orange | Orange |
| English Learners | Orange | Orange | None | None | Orange | Orange |
| Foster Youth | None | None | None | None | None | None |
| Homeless | None | None | None | None | None | None |
| Socioeconomically Disadvantaged | Orange | Yellow | None | None | Orange | Orange |
| Students with Disabilities | Orange | Yellow | None | None | None | None |
| African American | None | None | None | None | None | None |
| American Indian or Alaska Native | None | None | None | None | None | None |
| Asian | None | None | None | None | None | None |
| Filipino | None | None | None | None | None | None |
| Hispanic | Yellow | Yellow | None | None | Orange | Orange |
| Native Hawaiian or Pacific Islander | None | None | None | None | None | None |
| White | None | None | None | None | None | None |
| Two or More Races | None | None | None | None | None | None |

HGCS has committed to using NWEA MAP in Reading and Math administered three times per year to monitor improvement and inform instruction (LCFF). Web-based intervention programs (LCFF S/C) support students who are identified as at-risk, and Paraeducators and Instructional Assistants (Title I) supply supplemental support to classroom teachers (LCFF base) through push-in and small group instruction for those students identified as needing the most support.

Howard Gardner Community School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of “verified data” that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study’s results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that 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 specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

| 2020 Reading School Growth Norms | | | | | | |
|----------------------------------|----------------|------|------------------|------|----------------|------|
| Grade | Fall-to-Winter | | Winter-to-Spring | | Fall-to-Spring | |
| | Mean | SD | Mean | SD | Mean | SD |
| K | 9.63 | 1.43 | 6.81 | 1.07 | 16.45 | 2.49 |
| 1 | 9.92 | 1.47 | 5.55 | 1.10 | 15.47 | 2.57 |
| 2 | 8.85 | 1.44 | 4.37 | 1.08 | 13.22 | 2.52 |
| 3 | 7.28 | 1.23 | 3.22 | 0.92 | 10.50 | 2.14 |
| 4 | 5.82 | 1.21 | 2.33 | 0.91 | 8.16 | 2.11 |
| 5 | 4.64 | 1.15 | 1.86 | 0.86 | 6.50 | 2.01 |
| 6 | 3.64 | 1.02 | 1.55 | 0.77 | 5.19 | 1.79 |
| 7 | 2.89 | 1.02 | 1.27 | 0.76 | 4.16 | 1.78 |
| 8 | 2.51 | 1.18 | 1.14 | 0.88 | 3.65 | 2.06 |
| 9 | 1.62 | 1.16 | 0.88 | 0.87 | 2.51 | 2.03 |
| 10 | 1.43 | 0.96 | 0.60 | 0.72 | 2.04 | 1.68 |
| 11 | 1.11 | 1.25 | 0.08 | 0.94 | 1.18 | 2.19 |
| 12 | 0.05 | 1.31 | 0.47 | 1.01 | 0.52 | 2.30 |

| 2020 Mathematics School Growth Norms | | | | | | |
|--------------------------------------|----------------|------|------------------|------|----------------|------|
| Grade | Fall-to-Winter | | Winter-to-Spring | | Fall-to-Spring | |
| | Mean | SD | Mean | SD | Mean | SD |
| K | 10.57 | 1.36 | 6.97 | 1.02 | 17.54 | 2.38 |
| 1 | 10.13 | 1.44 | 6.22 | 1.08 | 16.35 | 2.52 |
| 2 | 9.03 | 1.30 | 5.35 | 0.97 | 14.38 | 2.27 |
| 3 | 7.75 | 1.21 | 4.85 | 0.91 | 12.60 | 2.12 |
| 4 | 6.50 | 1.16 | 4.46 | 0.87 | 10.96 | 2.02 |
| 5 | 5.56 | 1.39 | 4.05 | 1.04 | 9.61 | 2.42 |
| 6 | 4.81 | 1.28 | 3.32 | 0.96 | 8.13 | 2.24 |
| 7 | 3.83 | 1.19 | 2.69 | 0.89 | 6.52 | 2.08 |
| 8 | 3.20 | 1.38 | 2.18 | 1.04 | 5.38 | 2.42 |
| 9 | 2.24 | 1.10 | 1.36 | 0.83 | 3.60 | 1.93 |
| 10 | 2.14 | 1.16 | 1.21 | 0.87 | 3.35 | 2.02 |
| 11 | 1.77 | 1.15 | 0.76 | 0.86 | 2.52 | 2.01 |
| 12 | 0.30 | 1.23 | 0.88 | 0.93 | 1.18 | 2.15 |

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure.

| 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 |

Highlights – Overall Comparison of NWEA Reading Assessment

- Grades 1-3 cohort exceeded School Growth Norms
- Grades 5, 6 & 8 cohort far exceeded School Growth Norms
- The English Learner Student Group outperformed their grade level cohort in grades 2-3, and 5-8 exceeded School Norms expectations (see NWEA charts)
- The Students with Disabilities (SWD) Student Group outperformed their grade level cohort in grades 3 & 5-7; with:
 - Grade 3: 36-point RIT growth
 - Grade 5: 18-point RIT growth
 - Grade 6: 9.5-point RIT growth
 - Grade 7: 11-point RIT growth

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 2 & 5-6 cohorts far exceeded School Growth Norms
- Grades 7-8 met School Growth Norms

- The English Learner Student Group outperformed their grade level cohort in grades 3-5; and grades 3-8 exceeded School Norms expectations (see NWEA charts)
- The Students with Disabilities (SWD) Student Group outperformed their grade level cohort in grades 3-5, and 7-8; with:
 - Grade 2: 10-point RIT growth
 - Grade 3; 10.5-point RIT growth
 - Grade 4: 17-point RIT growth
 - Grade 5: 17.7-point RIT growth
 - Grade 7: 4-point RIT growth
 - Grade 8: 8-point RIT growth

In order to promote parent input in decision-making, HGCS hosts Parent Meetings, ELAC Meetings, including elections of parents, staff and teachers. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for the Howard Gardner Community School. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on November 19, 2020; along with the 2020-21 LCAP Federal Addendum.

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the three LCAP goals is illustrated by this example in the area of professional development that is designed to identify and implement evidence-based instructional strategies that meet the needs of every student.

- Teachers attended professional development on implementation of the California State Standards and Frameworks as those items were released by CDE in order to provide rigorous standards aligned instruction for all students. (LCFF base)

- All teachers and Interventionists will provide push-in support and daily small group targeted support and intervention for our struggling readers/writers; and support during Math instruction. (Title I)

-Title II funds will be used for Guided Language Acquisition Design (GLAD) an evidence-based instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. It is grounded in research related to second language acquisition and sheltered instruction.

The aligned services above were organized and designed by the school leadership, with multiple opportunities for input from teachers (including special education and EL teachers), paraprofessionals, and parents through the LCAP process. They align with two of the three priority areas identified in the LCAP goals – MTSS, and Professional Development. The resulting actions and services were funded in accordance with the requirements for LCFF and federal funding, and were reviewed to ensure there were no gaps, and no duplication of services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (<i>as applicable</i>) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|----------------------------|
| 1112(b)(11) | 6 (<i>as applicable</i>) |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|----------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (<i>as applicable</i>) |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 (<i>as applicable</i>) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School engaged its stakeholders Principal, Grade Level teacher leaders, SPED Specialist, EL Coordinator, Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Principal. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning); and all meetings take place virtually via Zoom.

At the start of the 2020-21 school year, HGCS hosted:

- July: Office staff were tasked with contacting families whom our teachers were unable to reach to complete the Needs Assessment survey

- July 15th: Virtual "New and Returning Family Orientation" was held the week prior to the first day of school for the 2020-21 school year. This was an opportunity to inform families of the distance learning schedule, student, parents and teacher expectations for the upcoming school year.

- Week of July 20th: "Meet the Teacher" zoom meetings were conducted by teachers at the beginning of the 20-21 school year to share class expectations, syllabus, etc. with families by grade level.

- August – present: Attendance meetings were set up with parents/guardians' to address absenteeism of identified students based on our school's Tiered reengagement strategies.

Howard Gardner Community School's Principal also facilitates and leads parent workshops that focus on understanding the State academic standards, state-mandated assessments, local assessments (NWEA MAP Reading & Math) how to monitor their child's academic progress (i.e. reading and math strategies); and resources available to support their child to improve academically (including Students with Disabilities), including social-emotional supports & interventions, social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child, and foster parental involvement as part of our school's Multi-Tiered System of Supports (MTSS) Process.

Howard Gardner Community School staff (Principal, Grade Level teacher leaders, SPED Specialist, EL Coordinator, Teachers, Paraprofessionals, Governing Board, and parents/guardians) participate in staff

development that focuses on methods to engage, elicit, communicate and involve parents/families to our school; and collaborate as equal partners in their child's education; as outlined in our school's LCAP Goal #3.

Our school administers WestEd's CA Healthy Kids Survey (Parents, Staff and Students). The Parent survey is administered at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicates and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

Howard Gardner Community School is a Charter School, a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. Our Principal hosts parent meetings which serve to inform parents/families of our school's resources that are available. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. All Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

For the 2020-21 school year, Howard Gardner Community School has developed a SPSA to meet federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School operates a Schoolwide Title 1 program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide include both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent.

The analysis of the Fall 2019 Dashboard (Fall 2020 Dashboard was suspended due to COVID-19 pandemic and suspension of all state-mandated assessments in Spring 2020) and other data showed there is a need for improvement in both ELA and Math at all grade levels. This information was shared stakeholder groups through scheduled Board meetings, ELAC & PIM Meetings with the Principal, and other virtual events. Stakeholder ideas are gathered and added to the data set, along with survey results to help the charter complete a root cause analysis and engage in a process of continuous improvement to address key areas of concern.

For the 2020-21 school year, HGCS has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

The school's leadership team comprised of the Principal, Lead teachers, SPED (Ed Specialist), and Interventionists, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

The California School Dashboard data is used as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes.

To address the academic needs the school will use **Title I Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- Specifically, the school uses Title I for two Interventionists who will assist teachers in the classroom to provide academic support for our at-risk and unduplicated students through push-in support and small group instruction.

HGCS does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Homeless Liaison (School Operations Manager) ensures that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include helping the students get necessary school supplies, bus passes, Chromebook and Wi-Fi Hotspot (for distance learning) for student and parents if needed, clothing, backpacks, and additional resources. In addition the school will assist with referrals to resources in the community. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, and referrals to community agencies if needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Howard Gardner Community School the Executive Director/Principal and school administration support new students and families as they enroll. During the intake the school staff have conversations with the families to share information and answer any questions. Prior to enrolling families learn about the school as they make their decision about whether to enroll in HGCS charter school. Tours of the school are also available.

All students and their families are invited to attend the Parent-Student Orientation and Meet the Teacher Event. This is an opportunity for all families, but especially the new students and families, to learn about the school and its expectations, and to talk with other families about the school culture and programs.

The regular interim assessments given at the school provide teachers with the information to get to know each new student's academic strengths and challenges, and to monitor each student's academic progress. This allows staff to identify the student's needs in order to modify instruction or interventions and ensure that new students are placed appropriately and are receiving the academic support they need.

During the school year there are various opportunities for families and students to receive information and shared resources. These include, and are not limited to:

- Coffee with the Director Virtual meetings
- ELAC meetings
- Parent/Guardian Workshops/Meetings (Virtual)

For those students transitioning to middle school, our 5th graders attend a end-of-year bbq/picnic on the last day of school, and the 5th grade and middle school (6th, 7th, 8th) teachers meet on a weekly basis both informally and on designated meeting days on Wednesday mornings. For those students transitioning to high school, we participate in articulation meetings with high schools that our students with disabilities will be attending, and have high schools such as Bayfront, CVHS, and Learn4Life visit our campus during the Spring semester to give presentations about their school(s) to our 8th graders.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School understands the importance of relevant and in-depth professional learning to drive improvement. This is prioritized in LCAP 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." In alignment with this focus the school has provided all teachers with evidence based professional development aligned to the CA State Standards, the school's mission, the educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs.

HGCS was the recipient of the Cohort 3 Multi-tiered System of Supports (MTSS) Grant Initiative and has been participating in extensive MTSS professional development (PD) in order to design and implement an evidence-based MTSS program at HGCS. The School's MTSS Leadership Team, comprised of the Principal, RSP Teachers, EL Specialist, and Lead Teachers, have received extensive PD from the San Diego County Office of Education (SDCOE) on MTSS. In addition, the entire staff has received ongoing evidence-based PD on data analysis, NWEA MAP assessments, Using Assessment Data to inform instruction, Common Core Math, Next Generation Science Standards, Integrating ELD Standards across all disciplines, and methods to address and reduce chronic absenteeism rates.

HGCS ensures that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. Professional development is provided for all staff to make certain that staff is fully equipped to meet the needs of their students.

HGCS provides all teachers with PD aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Howard Gardner Community School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. To enhance teachers' skills, in-depth training on the use of Google Applications will be provided and also participate in an extensive deep dive book study Fisher/Frey's Distance Learning Playbook and will focus on the following topics:

- Self-Care
- First days of schools

- Teacher-student relationships from a distance
- Teacher Credibility at a distance
- Teacher clarity at a distance
- Engaging tasks
- Planning Instructional Units for Distance Learning
- Feedback, Assessment and Grading

Additionally, a focus for weekly professional development will be on: Equity & Access; SEL strategies and Cultural Bias.

Teachers will also have the opportunity to participate and earn a LEC Flex course (Blended Learning Teacher Certification) from the San Diego County Office of Education.

All teachers will participate in 5 days of Summer Professional Development, and (2) additional non-instructional days during the academic year for professional development and data analysis. All Professional development is focused on the key areas of need as established by the Annual Update continuous improvement process, ensuring that there is a common focus and language and on-going reflection and evaluation driving student success.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future if HGCS was identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through SSC/ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine effectiveness or needed revisions. The focused activities and results

would be included in the LCAP and communicated through the LCAP process to all stakeholders, including SSC/ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The data from the California School Dashboard provides the starting point for the Howard Gardner Community School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and charter level interim/benchmark assessments and surveys. Some of the interim assessments used are NWEA MAP ELA and Math (Grades 1-8), ESGI Assessment (TK/K), Interim Comprehensive Assessments, and Developmental Reading Assessment, along with school climate data and survey data. The leadership presents data reports regularly to the Board of Directors at public meetings that include an evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

Based on the California School Dashboard and local assessments the school is focusing on decreasing the Suspension Rate (Orange Performance Level), decreasing Chronic Absenteeism (Orange performance level) and increasing ELA & Math performance on the CAASPP (Orange on the Dashboard). HGCS is pleased that the English Learner Progress Indicator earned a “high” with 59.2% of English Learners Making Progress towards English Language Proficiency.

The success of Professional Learning is ultimately judged by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

The engagement of stakeholders is critical to the charter’s decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes leadership, teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed.

The Director and Lead Teachers conduct classroom observations at least on a weekly basis structured on the 5 Dimensions of Teaching and Learning, an evidence-based framework developed by the University of Washington, Center for Educational Leadership .

Using the CEL Framework our teachers have identified areas of focus within: Purpose, Student Engagement and Assessment of Student Learning, and set goals, which are revisited during classroom observations. Feedback is provided to all teachers within the week after the classroom observation takes place.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC and PIM, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- Professional Development on Guided Language Acquisition Design (GLAD) an evidence-based instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. It is grounded in research related to second language acquisition and sheltered instruction.
- Remaining Title II funds will be transferred to Title I.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School did not apply for Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School did not apply for Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School did not apply for Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School did not apply for Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Howard Gardner Community School receives \$10,000 in Title IV Allocations. Therefore per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

Howard Gardner Community School is a public charter school and is not subject to equitable services for private school requirements.

To address the academic needs of our students the school will **use Title IV Funds to fund the following actions** as outlined in the school's 2020-21 SPSA and with input from all stakeholder groups.

- Purchase of Chromebooks for students

For the 2020-21 school year HGCS has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

Our charter has consulted with parents, community members/partners, students, teachers, administrators and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

In order to promote and elicit parent input in decision-making, HGCS held numerous SSC and ELAC meetings during the school year, along with other family meetings, and obtained input/feedback on the

school's LCAP Goals, Actions/Services and Annual Measurable Outcomes. All parents (including Low Income, EL and Students with Disabilities) were provided with numerous opportunities to engage in these discussions, as partners in their child's education. The engagement of parents is critical to the development of the school's LCAP, the LCAP Federal Addendum, to the identification and analysis of needs, developing annual growth targets, the allocation of public school funds (state and federal), and in the reflection process of what worked and where further support is needed. The outcomes for activities funded through Title IV are included in the LCAP Annual Outcomes. Translation services are provided for parent/community meetings, and information is sent home to parents in their preferred language, to the extent possible.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the LCAP.

Well Rounded Education:

Title IV funds may be used to extend or support the following programs at HGCS. All students including unduplicated pupils, and Students with Disabilities, at HGCS have access to the following elective and/or enrichment courses:

- VAPA, Hip Hop Dance, Ballet Folklorico *
- Physical Education – with a nutrition component (outcome – improved Fitness Gram results)
- Coding class (outcome – improved Student Engagement as measured by attendance or chronic absenteeism)

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. * This relates to academic outcomes on the California Dashboard.

Safe and Healthy Students:

Title IV funds may be used to extend or support the following programs at HGCS, which will be evaluated based on improvement in the outcomes of selected sections of the California Healthy Kids Survey:

- Counseling Services
- School Psychologist
- Contract Nursing Services
- Partnership with South Bay Community Services and other entities