

Howard Gardner Community Charter

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Howard Gardner Community Charter
Street	647 E St.
City, State, Zip	Chula Vista, CA 91910-2119
Phone Number	(619) 934-0300
Principal	Danielle L. Taylor, Ed.D
Email Address	dtaylor@hgcschool.org
School Website	https://www.hgcschool.org/
County-District-School (CDS) Code	37680230124321

2023-24 District Contact Information

District Name	Howard Gardner Community School
Phone Number	619.934.0300
Superintendent	Danielle L. Taylor, Ed.D
Email Address	dtaylor@hgcschool.org
District Website	www.hgcschool.org

2023-24 School Description and Mission Statement

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

Howard Gardner Community School's Fast Facts (as of October, 2022)

Enrollment: 230

FRL Population: 91%

EL Population: 54%

Special Education Population: 21%

Homeless or deficient home population: 12.3%

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

Mission Statement:

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	18
Grade 2	27
Grade 3	22
Grade 4	24
Grade 5	27
Grade 6	30
Grade 7	28
Grade 8	26
Total Enrollment	239

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
Asian	0.4%
Black or African American	2.1%
Hispanic or Latino	97.5%
English Learners	55.6%
Foster Youth	0.4%
Homeless	29.7%
Socioeconomically Disadvantaged	84.9%
Students with Disabilities	15.5%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.90	55.51	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	33.37	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	11.12	86.90	23.38	12115.80	4.41
Unknown	0.00	0.00	30.50	8.23	18854.30	6.86
Total Teaching Positions	8.90	100.00	371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	55.56	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	11.11	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	11.11	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	22.22	91.90	22.91	11953.10	4.28
Unknown	0.00	0.00	36.00	8.98	15831.90	5.67
Total Teaching Positions	9.00	100.00	401.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.4	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

2022 January

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SAVVAS	Yes	0
Mathematics	Big Ideas	Yes	0
Science	Generation Genius	Yes	0
History-Social Science	Teacher created, standards aligned	Yes	0
Foreign Language	N/A		
Health	Planned Parenthood	Yes	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Older building that is in need of upgrades. Several plans for improvement are: parking lot pavement, separate TK/K room, improved ventilation and water conserving facets and toilets.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Balance upstairs rooms
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Upgrade to motion sensed faucet and toilets.
Safety: Fire Safety, Hazardous Materials	X			Upgrade alarm system to match Ring Central
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	17	52	47	47	46
Mathematics (grades 3-8 and 11)	11	4	38	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	156	99.36	0.64	16.67
Female	81	81	100.00	0.00	13.58
Male	76	75	98.68	1.32	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	155	154	99.35	0.65	16.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	69	68	98.55	1.45	2.94
Foster Youth	0	0	0	0	0
Homeless	51	51	100.00	0.00	5.88
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	133	99.25	0.75	17.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	3.03

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	155	98.73	1.27	3.87
Female	81	80	98.77	1.23	0.00
Male	76	75	98.68	1.32	8.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	155	153	98.71	1.29	3.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	69	67	97.10	2.90	0.00
Foster Youth	0	0	0	0	0
Homeless	51	51	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	132	98.51	1.49	3.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	3.03

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.81	11.32	4.23	3.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	11.32
Female	30	30	100.00	0.00	10.00
Male	23	23	100.00	0.00	13.04
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	52	52	100.00	0.00	9.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

HGCS welcomes volunteers and parent involvement in our school. Parents/Guardians and volunteer can coordinate with our Parent/Community Liaison. It is our intention to make volunteering for the school a positive experience that takes into consideration the busy lives we all lead.

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

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				24.8	18.9	18.6	9.4	7.8	8.2
Graduation Rate				41.3	52.4	48	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0

Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	254	127	50.0
Female	133	128	61	47.7
Male	132	126	66	52.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	7	7	5	71.4
Filipino	0	0	0	0.0
Hispanic or Latino	257	246	122	49.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	142	136	69	50.7
Foster Youth	3	3	0	0.0
Homeless	82	81	45	55.6
Socioeconomically Disadvantaged	230	224	114	50.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	25	55.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	19	2		
2	23		2	
3	21	1	1	
5	48			2
6	27	4	4	4
Other	24		2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	2		
1	24		1	
2	17	1		
3	20	1		
4	24		1	
5	24		1	
6	23		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	1	0
1	18	1	0	0
2	27	0	1	0
3	22	0	1	0
4	24	0	1	0
5	27	0	1	0
6	30	0	1	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	61			2
Mathematics				
Science				
Social Science	61			2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	0	2	0
Mathematics	27	0	2	0
Science	26	0	1	0
Social Science	27	0	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	239

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13744.61	\$4892.25	\$8852.36	\$51170.26
District	N/A	N/A	\$10,284	
Percent Difference - School Site and District	N/A	N/A	-15.0	-55.2
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	29.2	-57.9

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

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

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

Specific areas of focus are MTSS, Restorative Practices, SIOP (Sheltered Instruction Observation Protocol) and Verbal De-Escalation

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10