



HOWARD GARDNER COMMUNITY SCHOOL

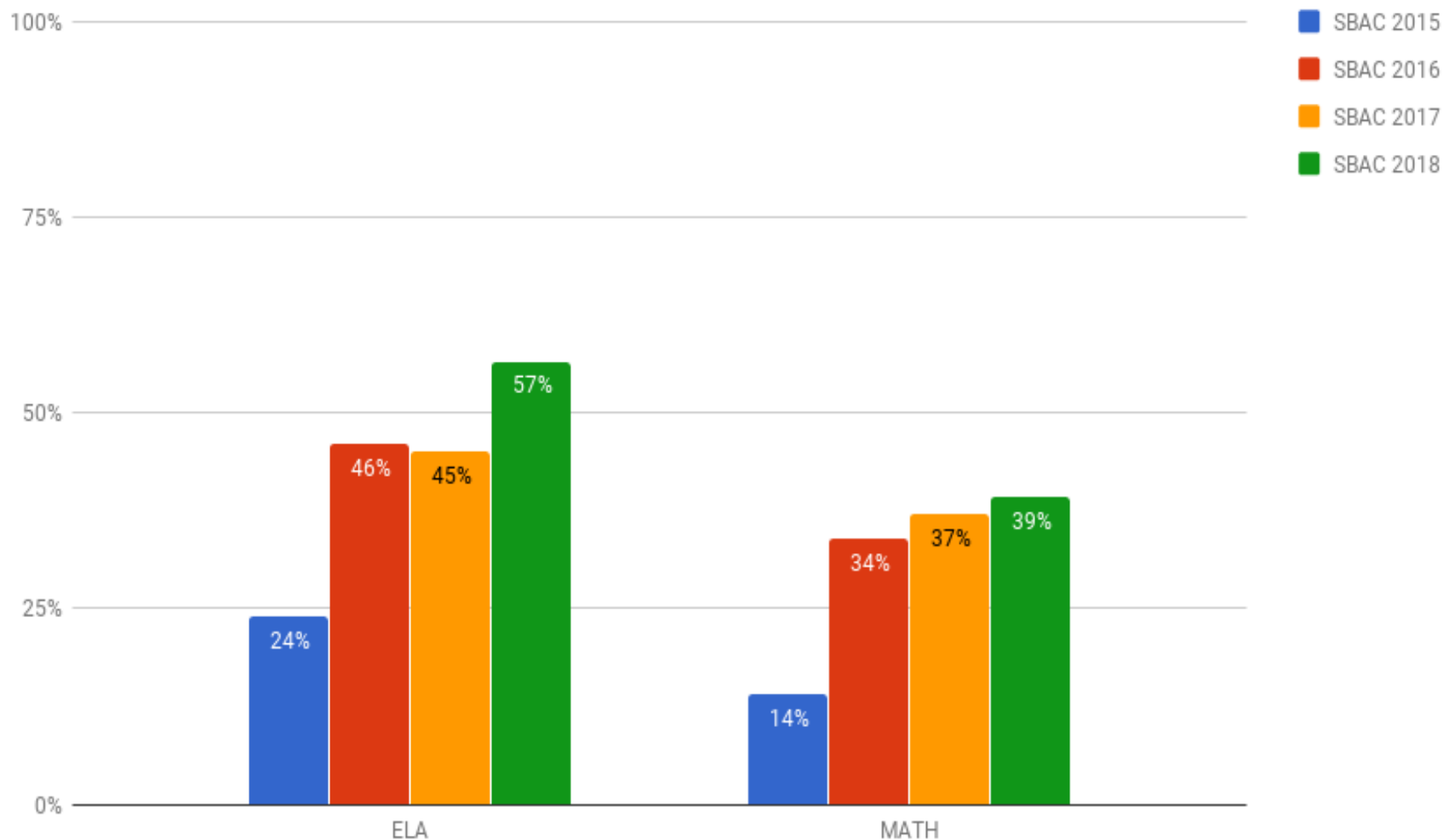
**CVESD BOARD REPORT
OCTOBER 10, 2018**

2018 STUDENT DEMOGRAPHICS

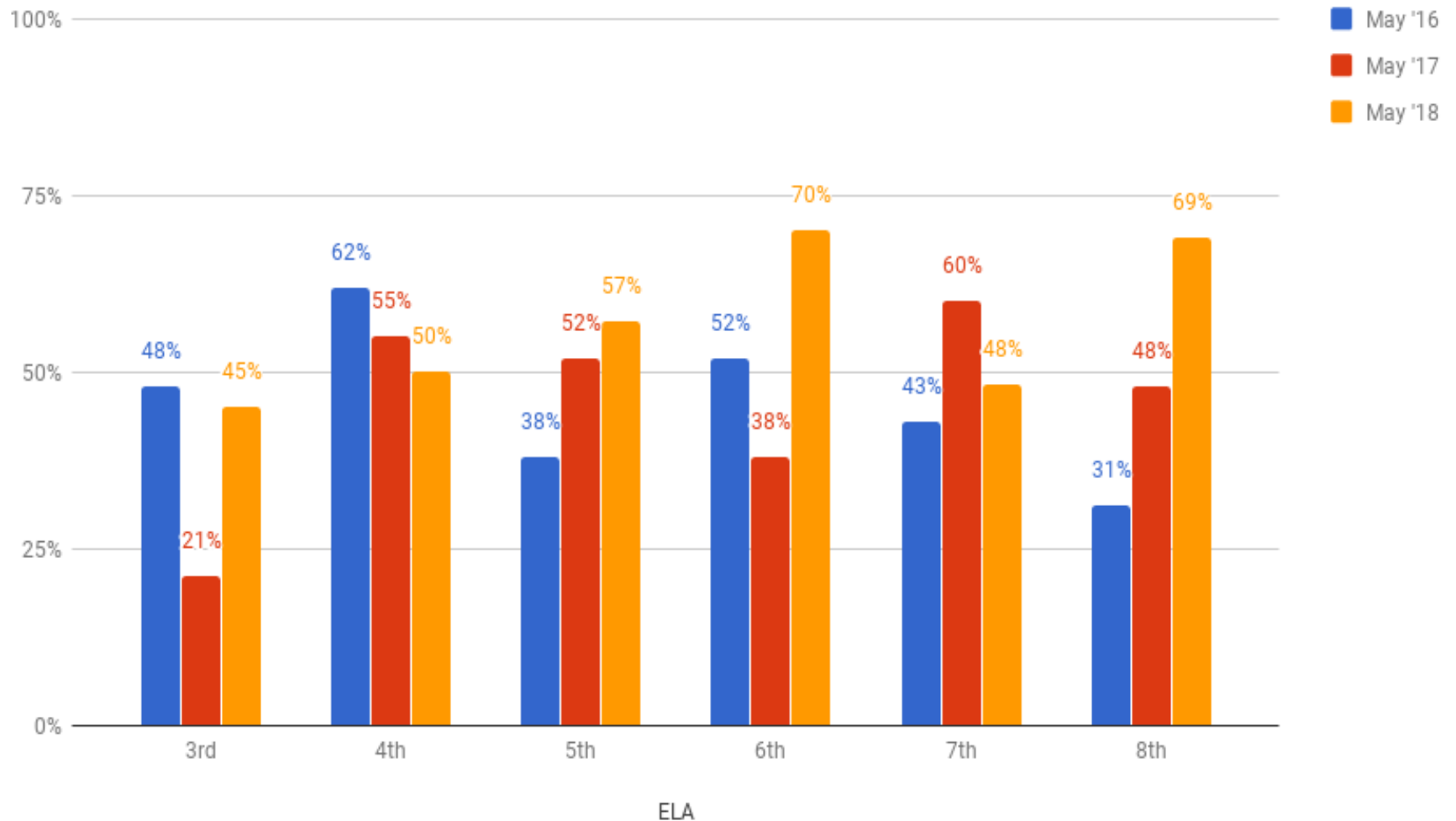
- Total Enrollment: 230 students
- Grades served: TK-8
- 90% Hispanic
- 2% African-American
- 2% White
- 5% Asian
- 52% ELL
- 15% Students with Disabilities
- 82% Qualify free/reduced lunch



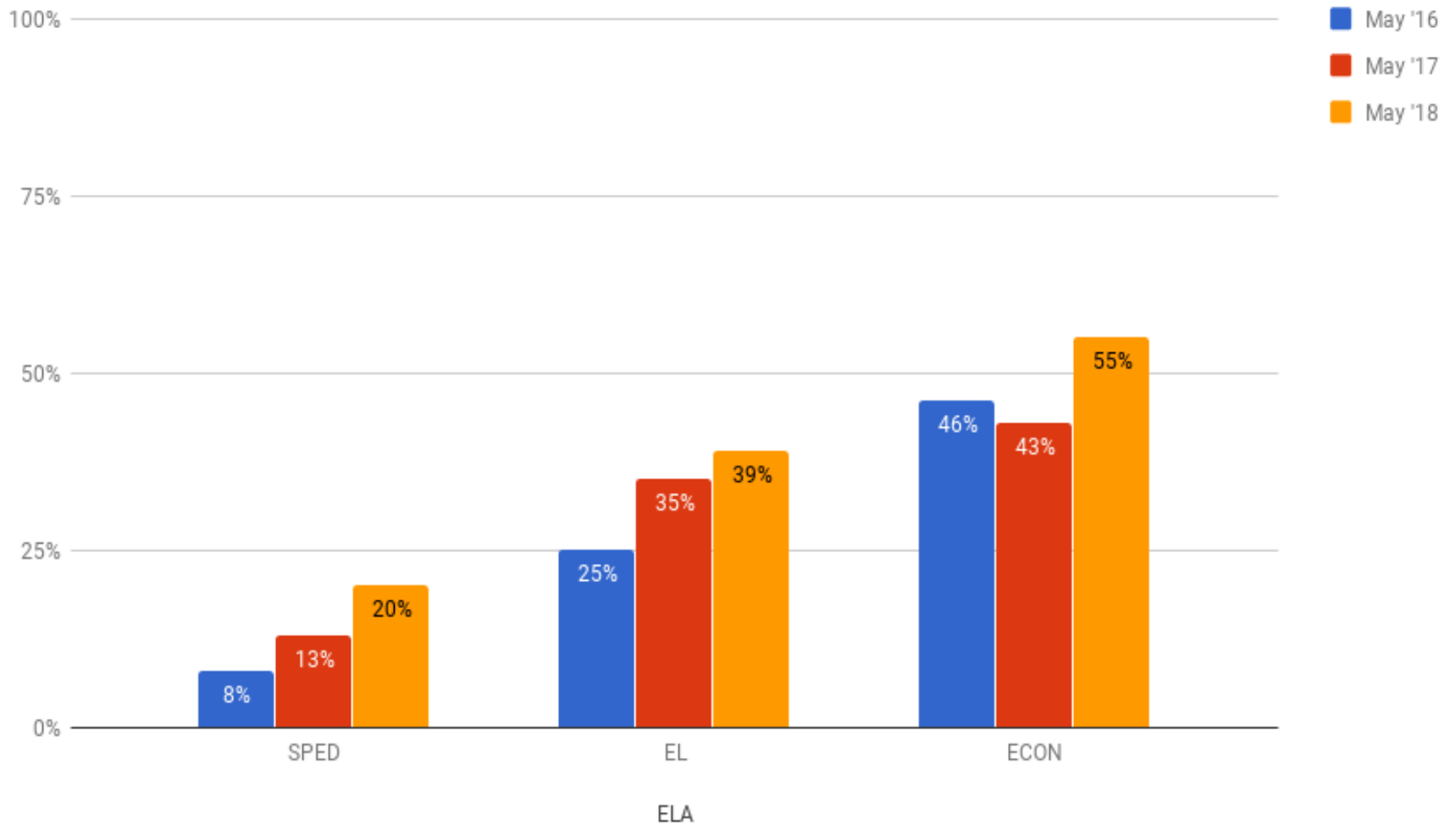
CAASPP SCHOOLWIDE RESULTS FOR ELA & MATH: % STD MET/EXCEEDED



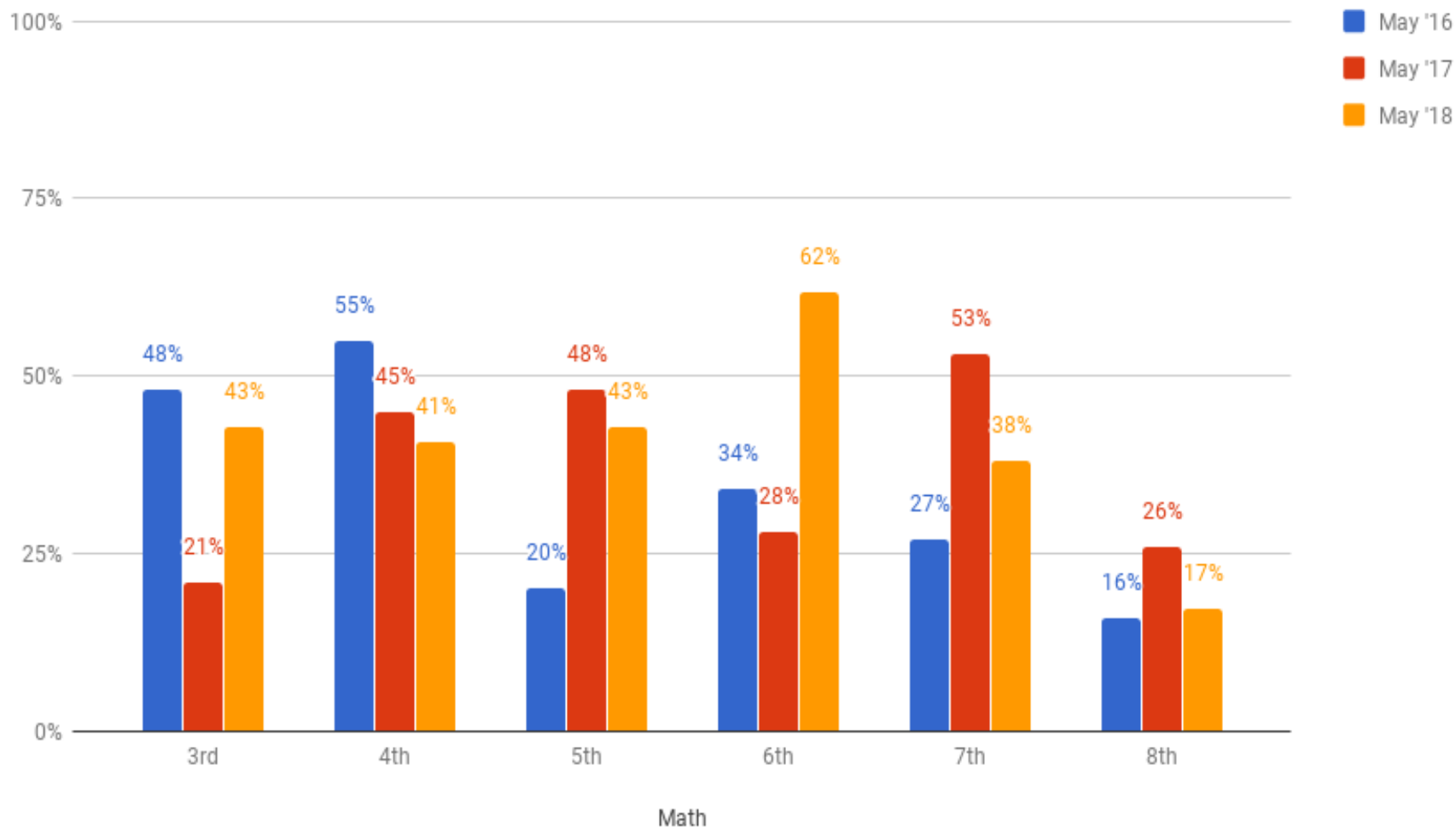
CAASPP GRADE LEVEL RESULTS FOR ELA: % STD MET/EXCEEDED



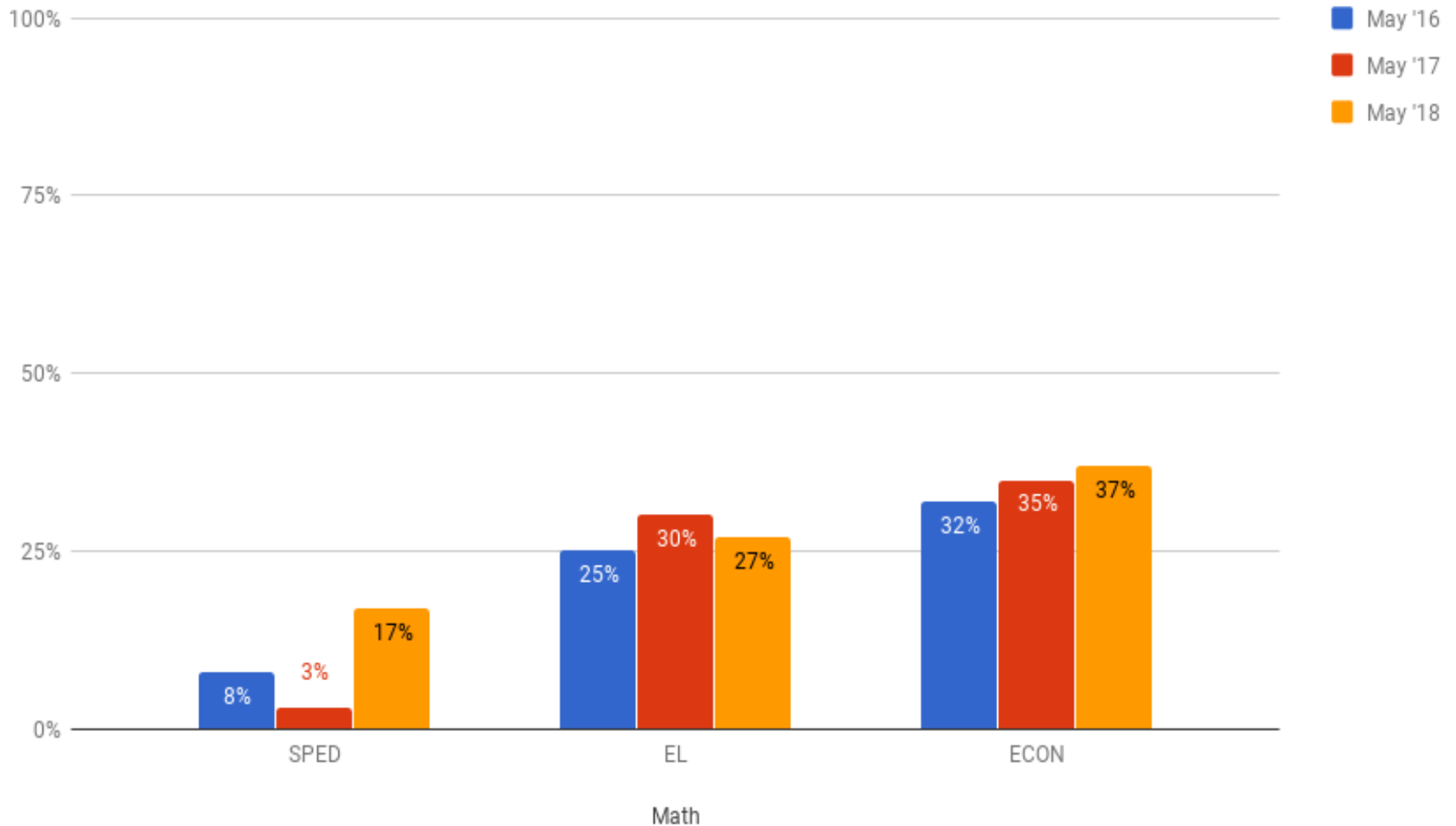
CAASPP SUBGROUP RESULTS FOR ELA: % STD MET/EXCEEDED



CAASPP GRADE LEVEL RESULTS FOR MATH: % STD MET/EXCEEDED



CAASPP SUBGROUP RESULTS FOR MATH: % STD MET/EXCEEDED



CAASPP SCALE SCORES: HGCS

- **2018-2019 Action Plan:**
 - Additional PD Eureka Math
 - Teacher collaboration & vertical alignment (lesson planning, review of student work & analyzing (formative, summative, benchmark) assessment results.
 - Establish guidelines/expectations of more effective Professional Learning Communities that are focused on ensuring that students are learning
 - Math Conference
 - Grade 6 Teacher – Mentoring/planning with Grade 7-8
 - Seek Math Coach – SDCOE (classroom/teacher observation & feedback coaching)

MTSS: SOCIAL-EMOTIONAL STUDENT SUPPORTS

- 2018 Recipient of the MTSS Grant
- Full-time School Psychologist
 - Counseling for both students with disabilities & general education students
 - Zones of Regulation curriculum
- Restorative Practices
 - Empathy Interviews
 - Circles
- Multi-Tiered System of Supports (MTSS) - OCDE
 - RtI/PBIS
 - Academic
 - Behavioral
 - Social-Emotional
- Boys to Men (Mentoring Program)
- Middle School Athletic League (MSAL) – SUHSD



QUESTIONS

Beverly Jimenez, Director/Principal
bjimenez@hgcschool.org





REPORT TO THE BOARD OF EDUCATION
OCTOBER 10, 2018

2017-18
California Assessment of Student Progress and Performance
and Local Measures



2017-18 CAASPP System



English Language Arts
and Mathematics
Summative Assessments

Smarter
Balanced

California
Alternate
Assessment

Grade 5 & 8 Science

California
Standards Test

California
Alternate
Assessment

Smarter Balanced Assessment English Language Arts



Reading



Writing



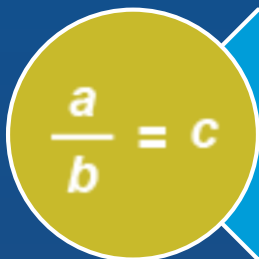
Speaking and
Listening



Research and
Inquiry



Smarter Balanced Assessment Mathematics



Concepts and
Procedures



Problem Solving and
Data Analysis



Communicating
Reasoning





Achievement Level Descriptors

Standard Not Met

Needs **substantial improvement** for success in future coursework.

Standard Nearly Met

May require **further development** for success in future coursework.

Standard Met

Demonstrates **progress** toward mastery.

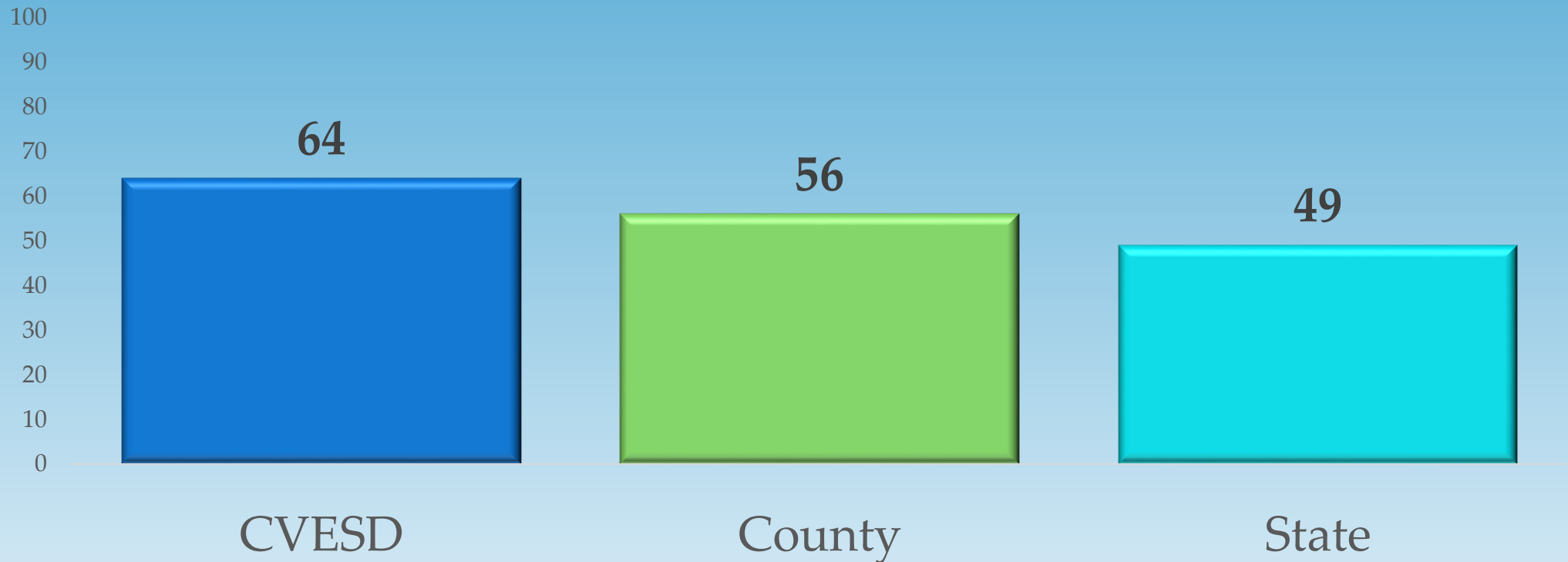
Standard Exceeded

Demonstrates **advanced progress** toward mastery.



CAASPP Grades 3-6 English Language Arts

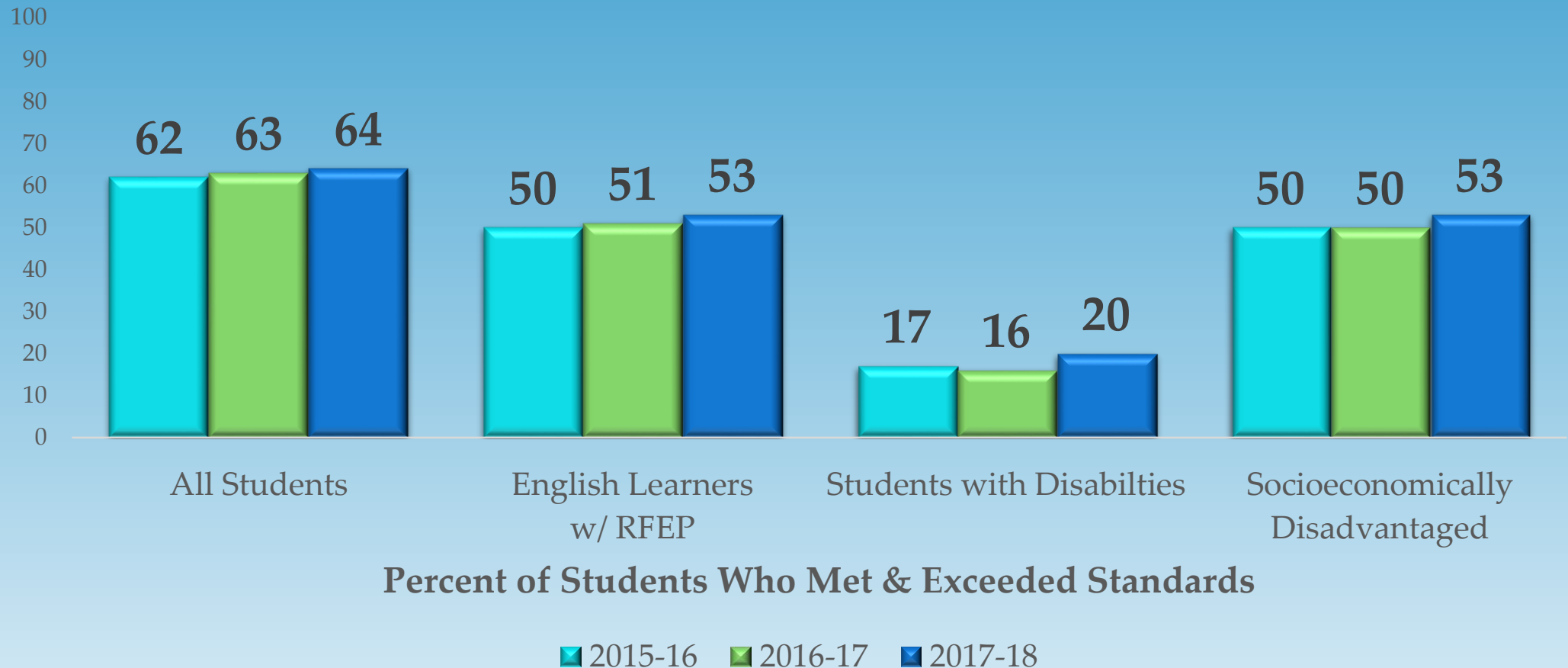
Percent of Students Who Met & Exceeded Standards





CAASPP Grades 3-6

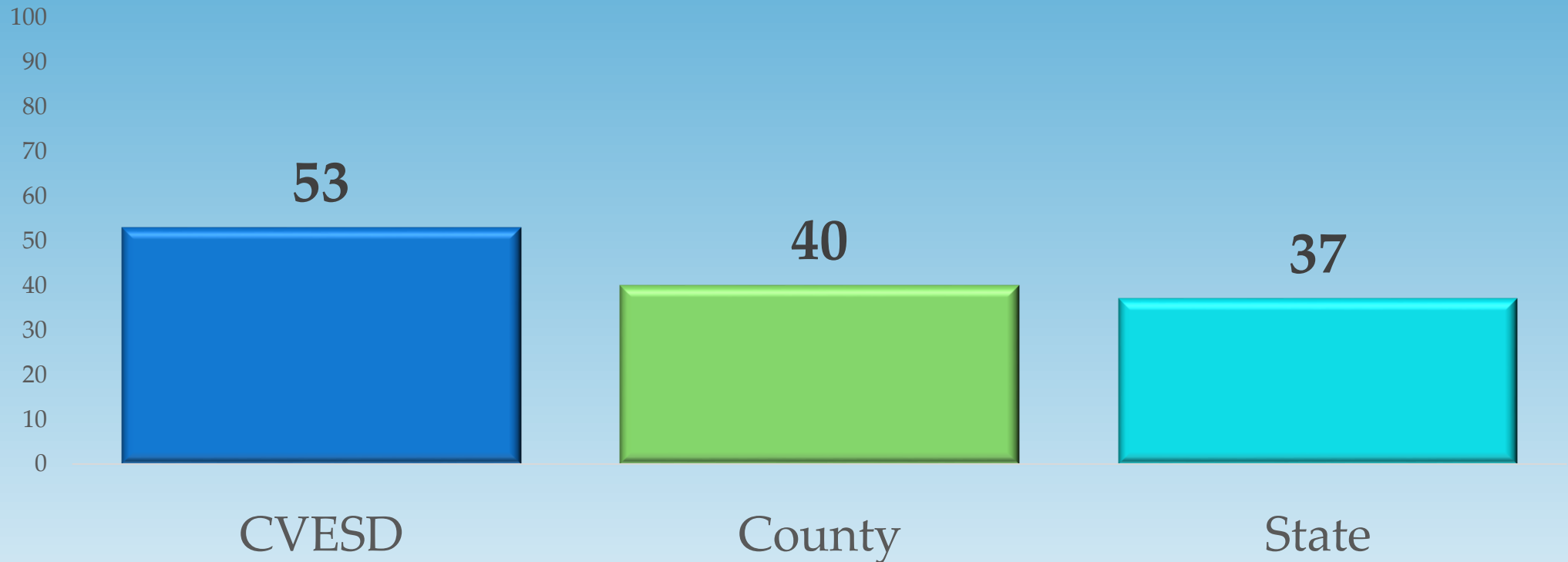
All Student Comparison: English Language Arts





CAASPP Grades 3-6 English Language Arts: English Learners with RFEPs

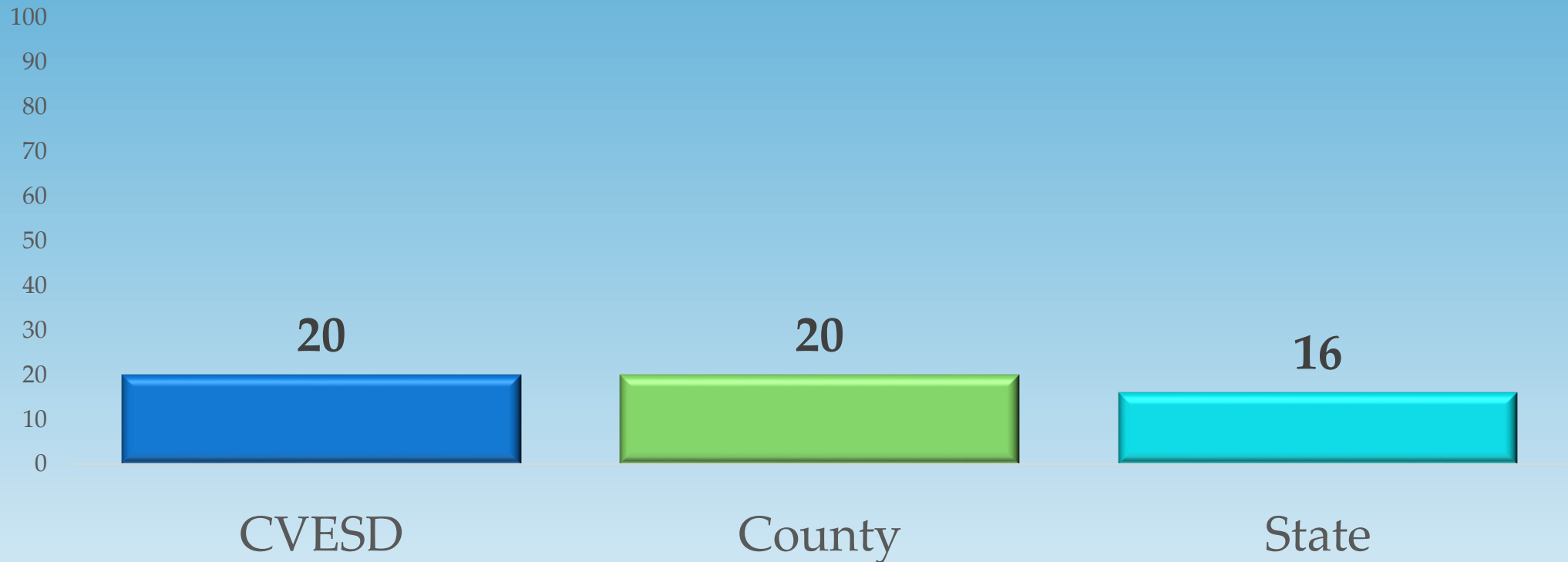
Percent of Students Who Met & Exceeded Standards





CAASPP Grades 3-6 English Language Arts: Students with Disabilities

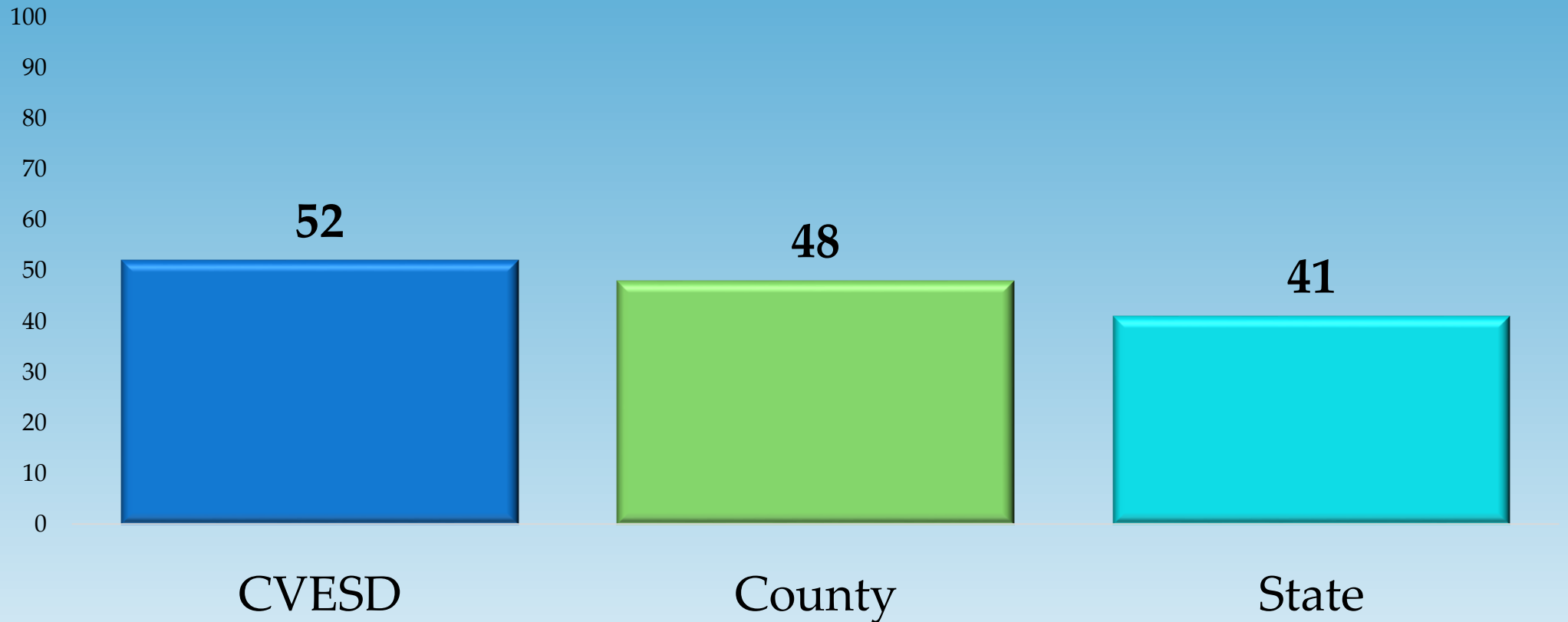
Percent of Students Who Met & Exceeded Standards





CAASPP Grades 3-6 Mathematics

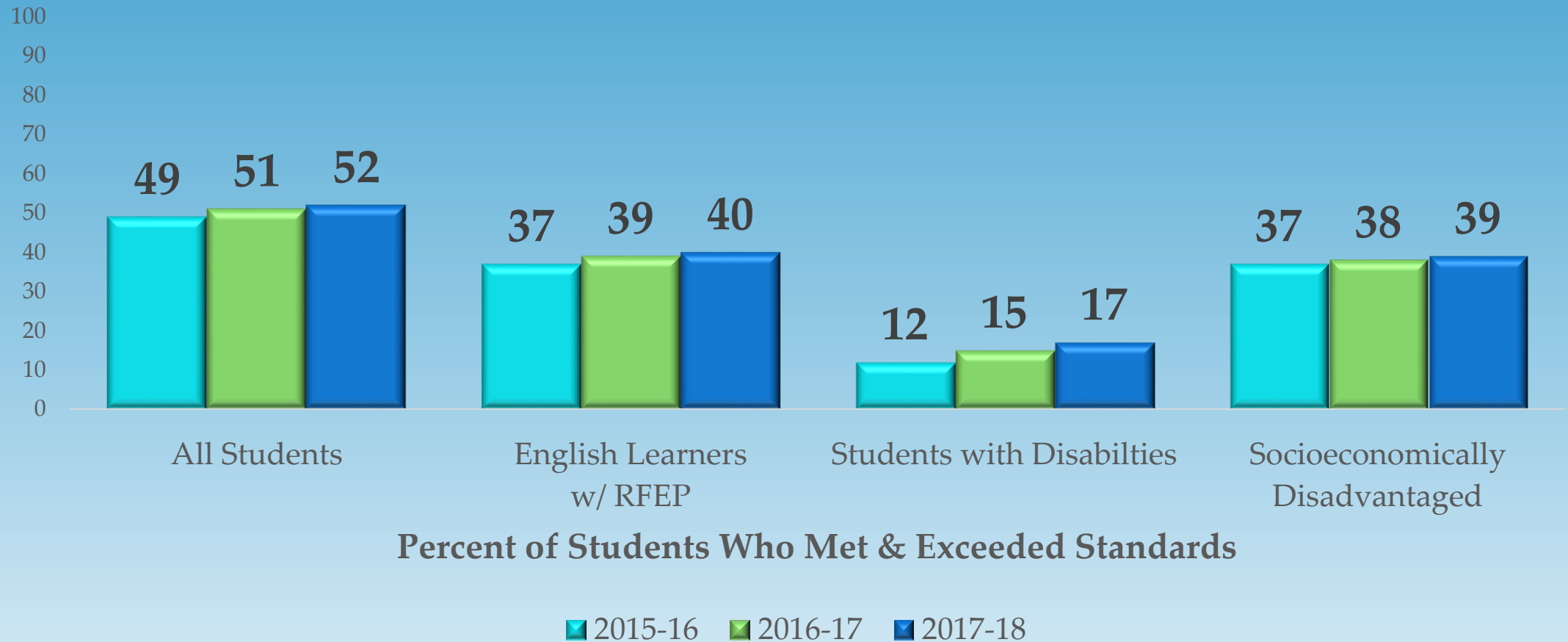
Percent of Students Who Met & Exceeded Standards





CAASPP Grades 3-6

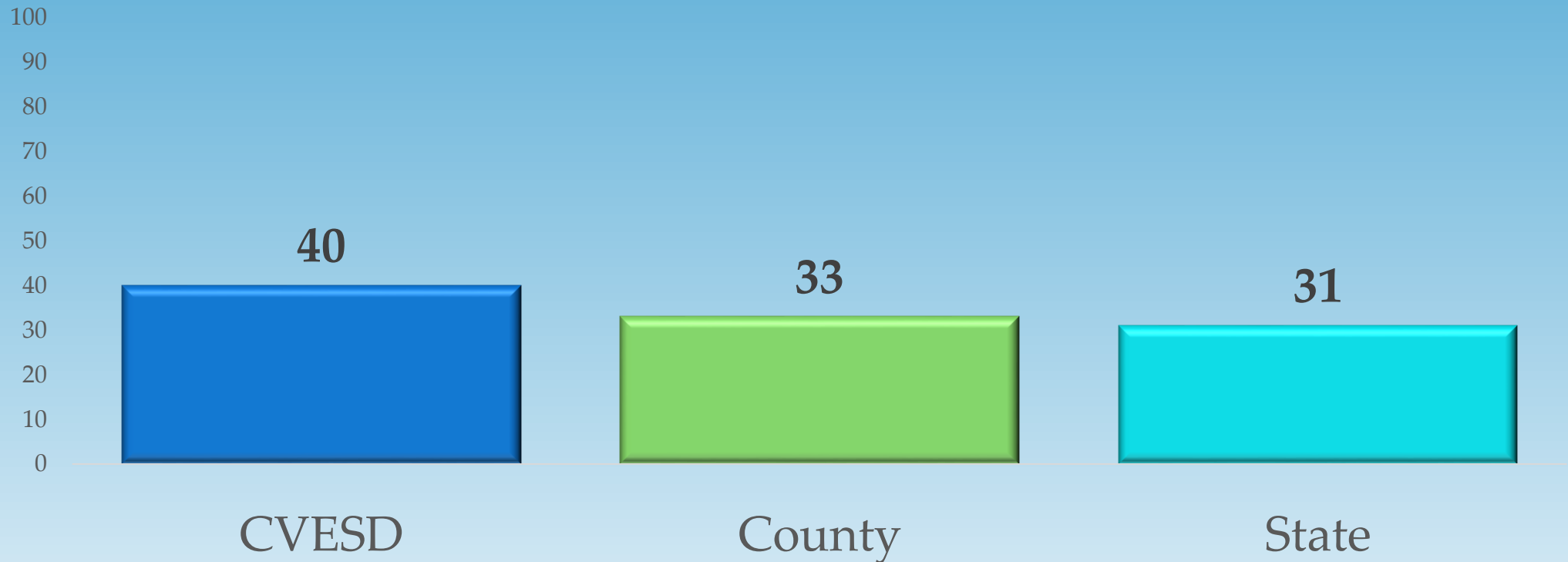
All Student Comparison: Mathematics





CAASPP Grades 3-6 Mathematics: English Learners with RFEPs

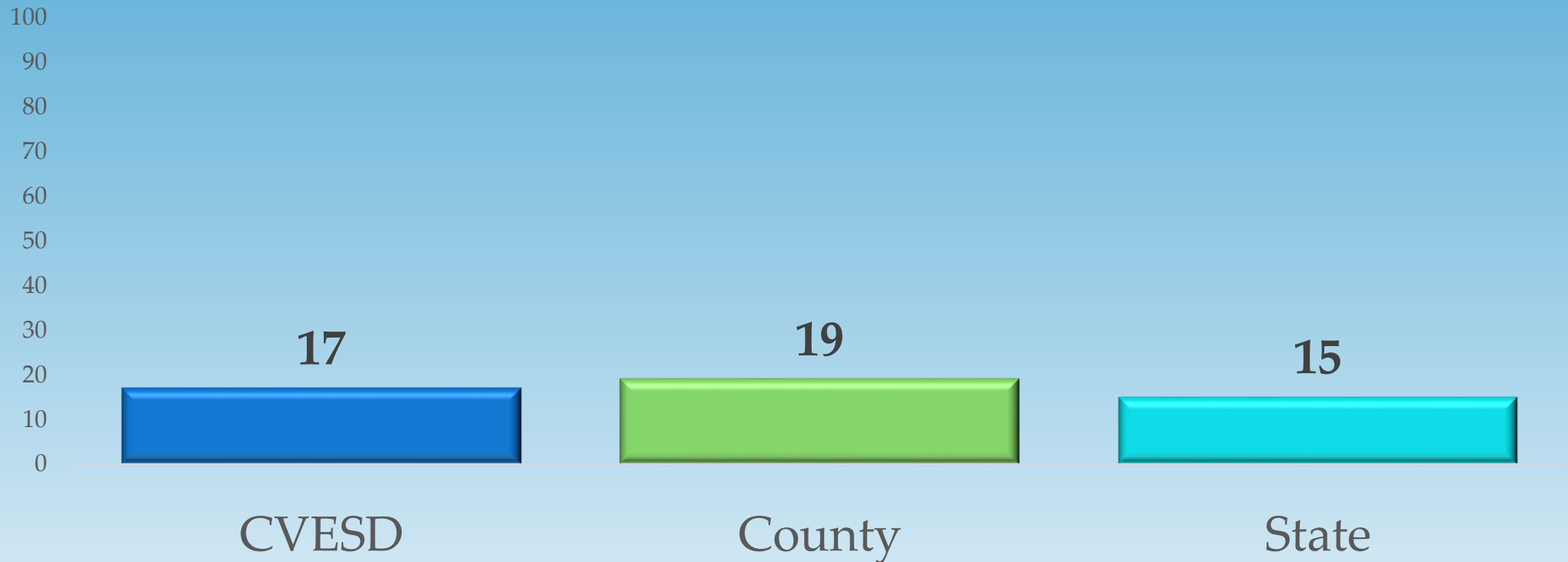
Percent of Students Who Met or Exceeded Standards





CAASPP Grades 3-6 Mathematics: Students with Disabilities

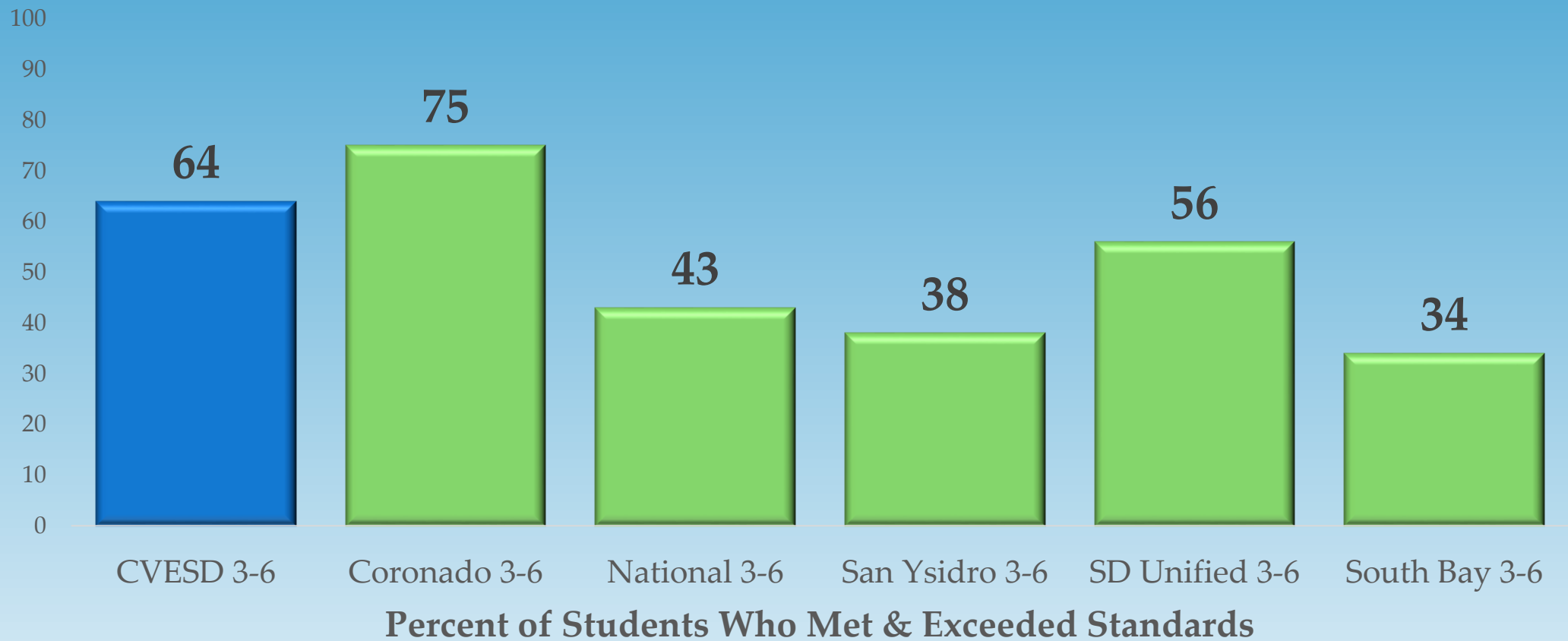
Percent of Students Who Met & Exceeded Standards





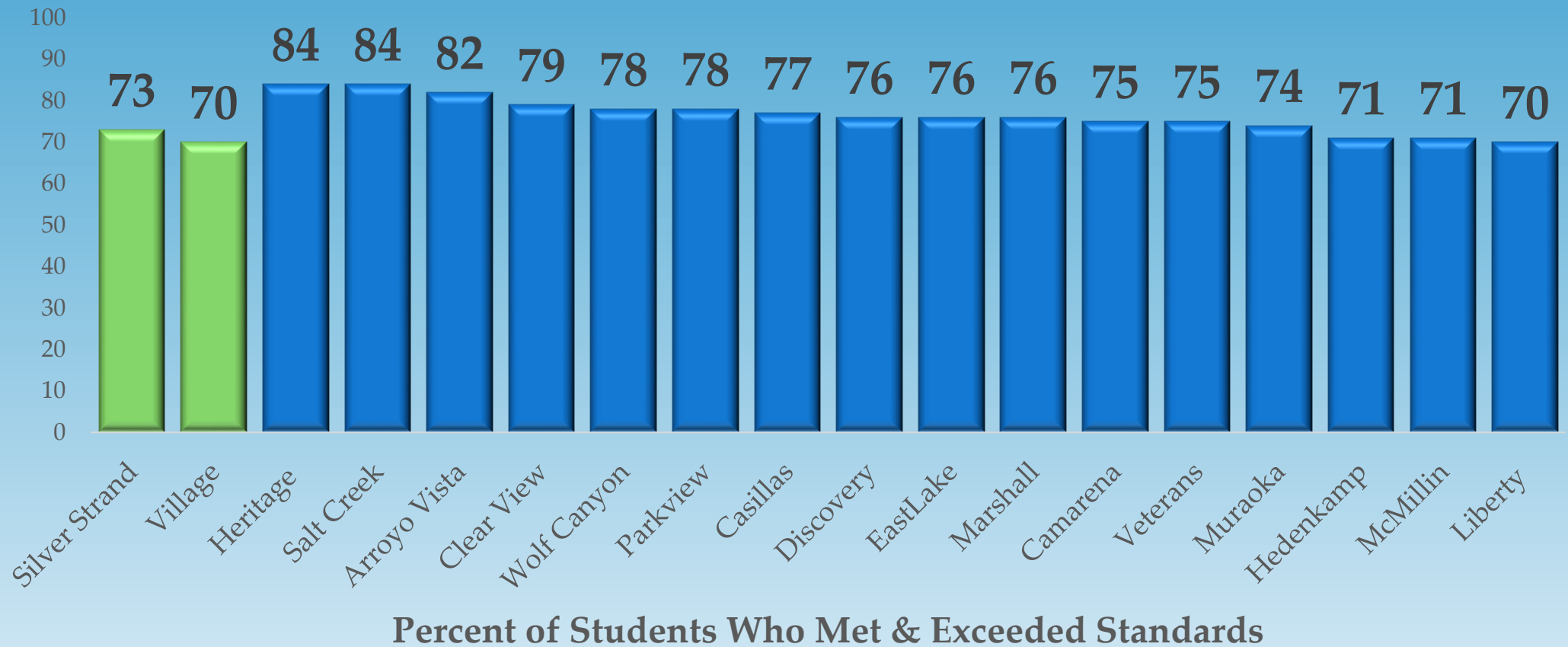
CAASPP

Local District – English Language Arts



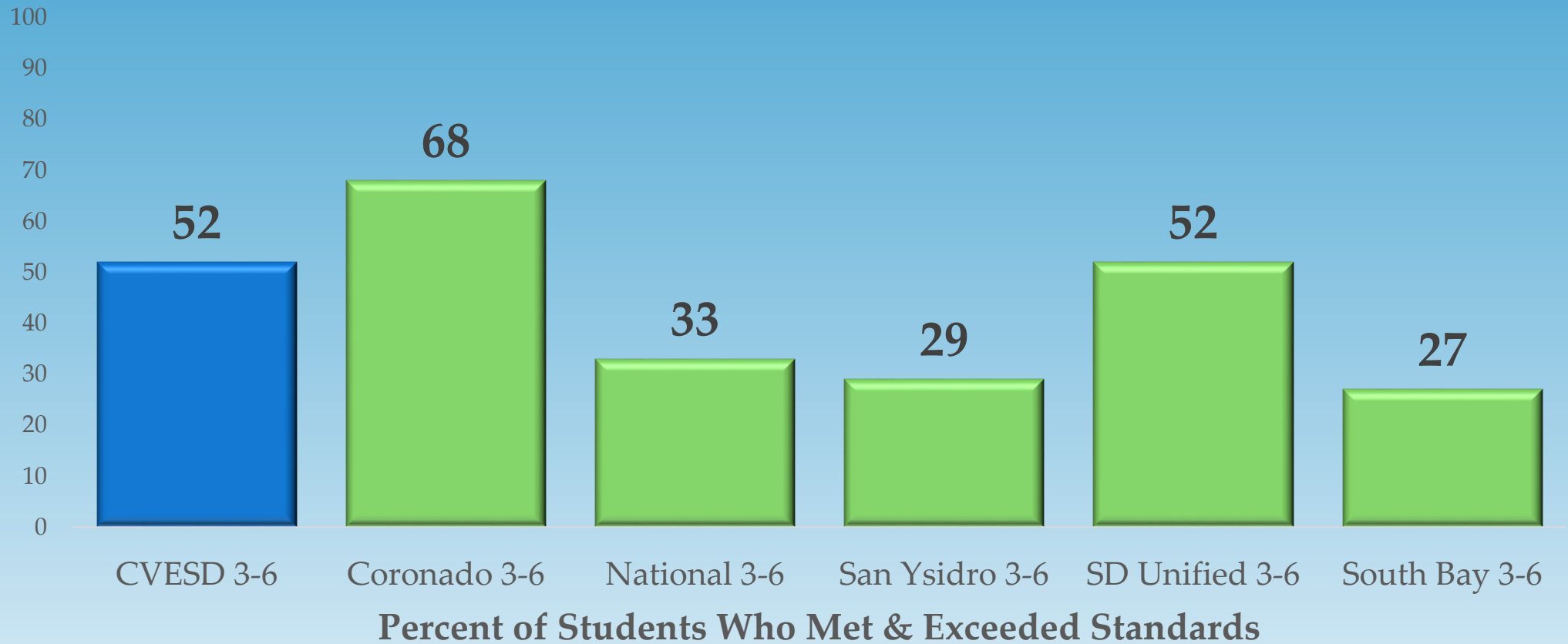


A Closer Look at CVESD and Coronado English Language Arts



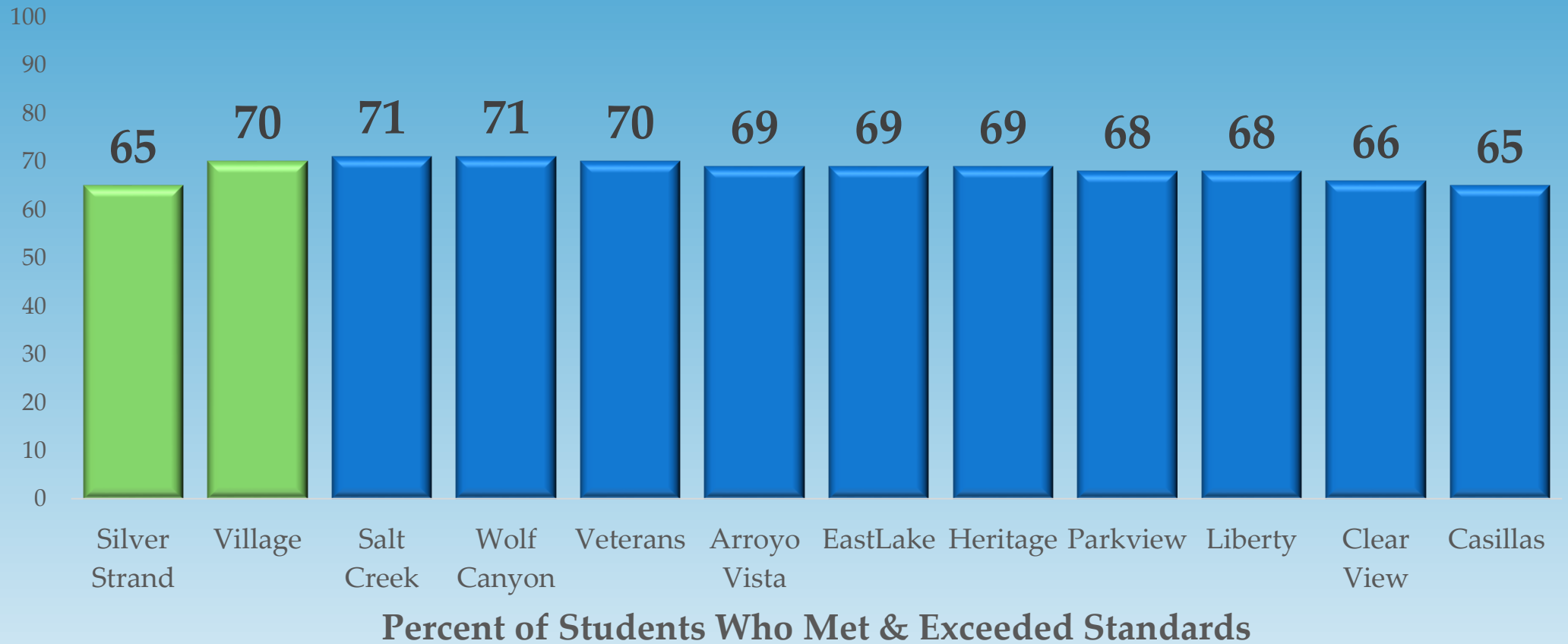


CAASPP Local District – Mathematics



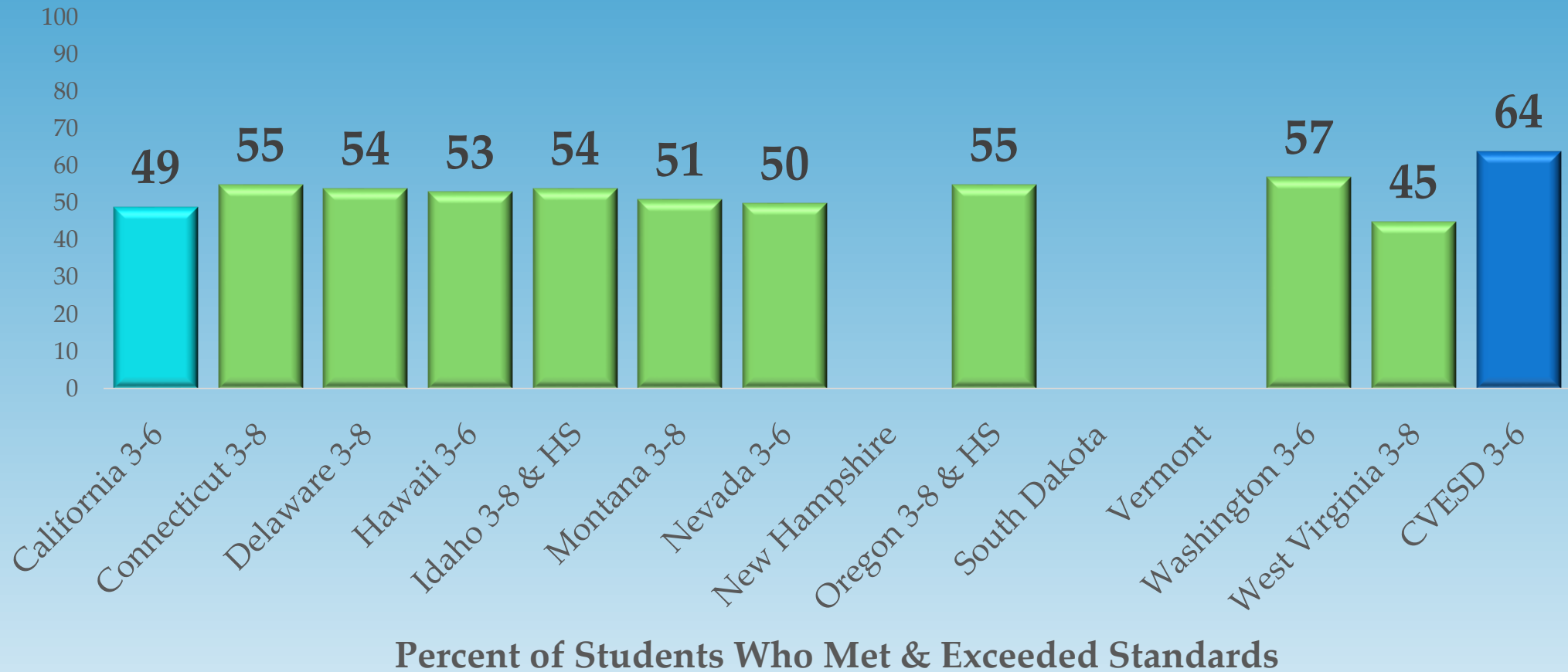


A Closer Look at CVESD and Coronado Mathematics



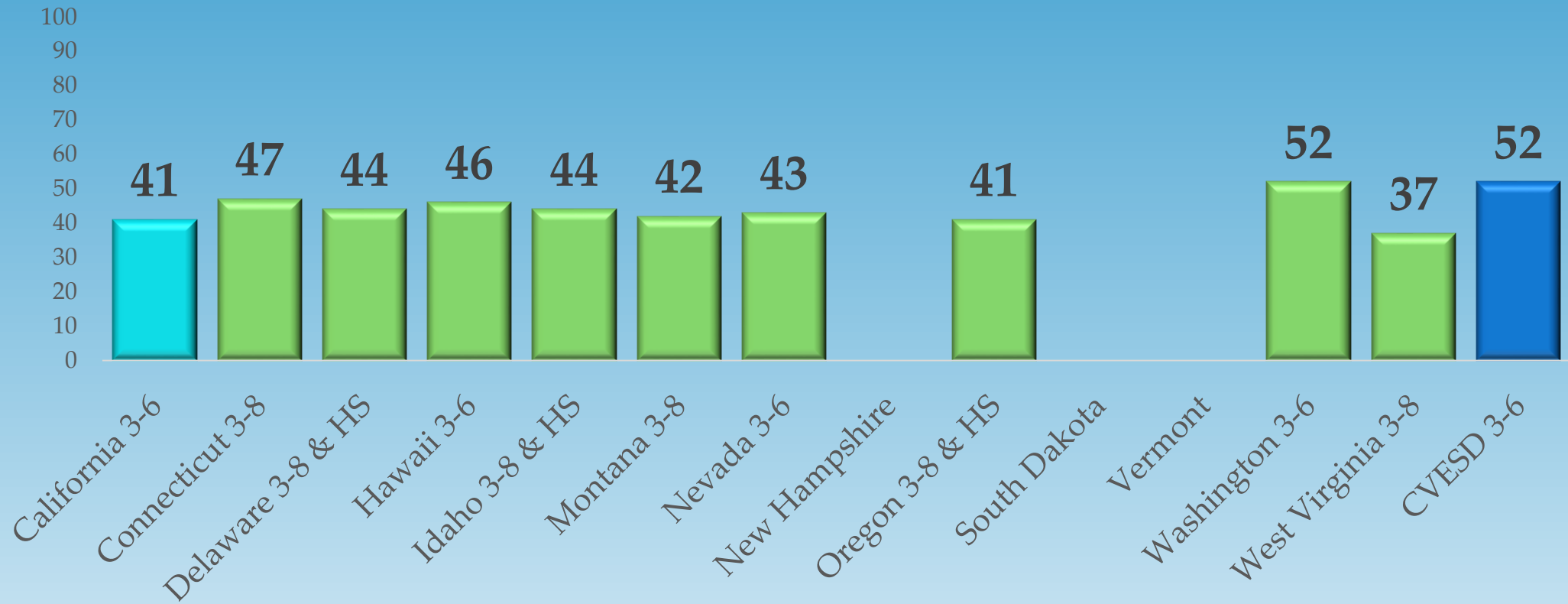


CVESD and SBAC States English Language Arts





CVESD and SBAC States Mathematics



Percent of Students Who Met & Exceeded Standards

Five-by-Five Placement Report





English Language Arts

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 or more points above			← CHANGE →		
High 10 points above to less than 45 points above				 All Students	
Medium 5 points below to less than 10 points above				 English Learners	
Low More than 5 points below to 70 points below					
Very Low More than 70 points below				 Students with Disabilities	



Mathematics

LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High zero points to less than 35 points above					
Medium 25 points below to zero			 All Students		
Low More than 25 points below to 95 points below			 English Learners		
Very Low More than 95 points below				 Students with Disabilities	

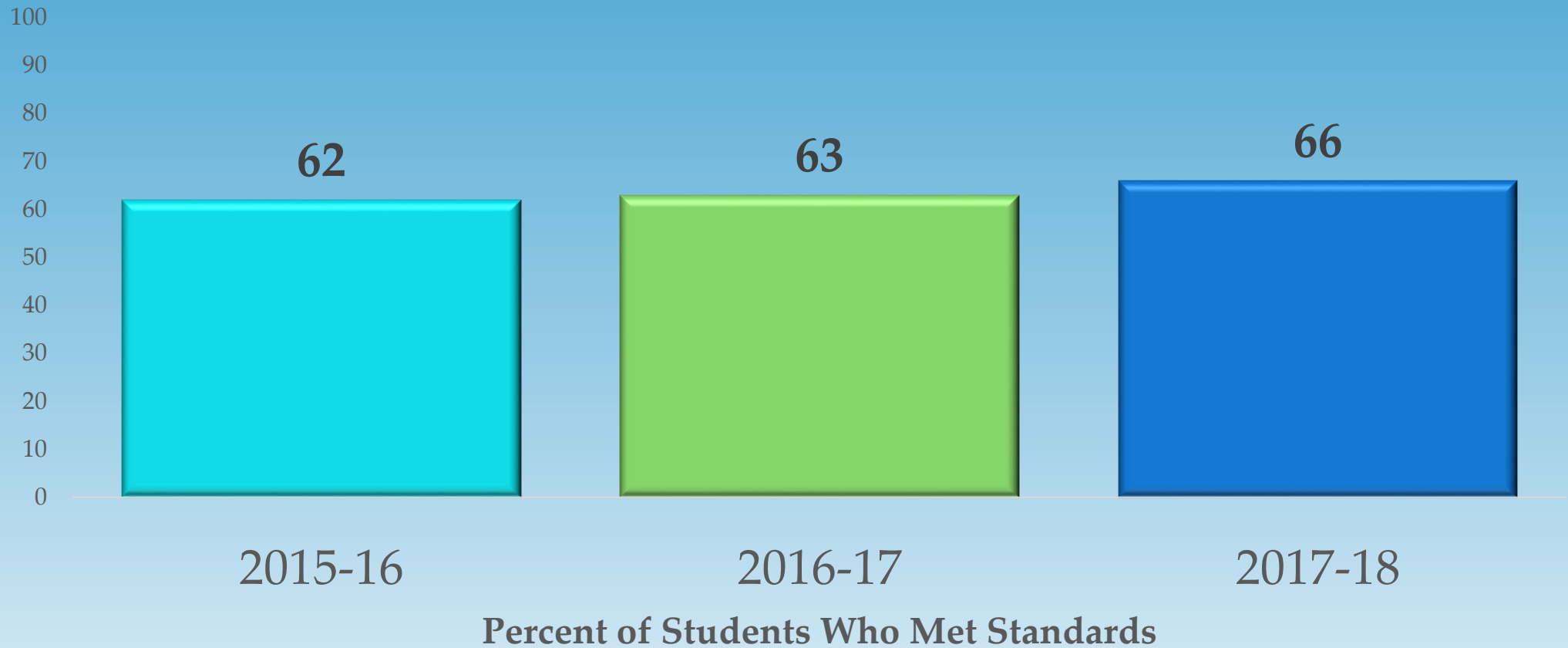
A photograph of four young children of diverse backgrounds sitting on a light-colored floor, each engrossed in reading a book. From left to right: a girl with dark curly hair and a pink bow, a girl with long dark hair and a pink bow, a boy with short blonde hair, and a girl with dark hair in a ponytail with a pink bow. They are all wearing casual clothing like t-shirts, jeans, and sneakers. The text 'Local Measures' is overlaid in a large, white, outlined font across the center of the image.

Local Measures

Reading, Writing, Math

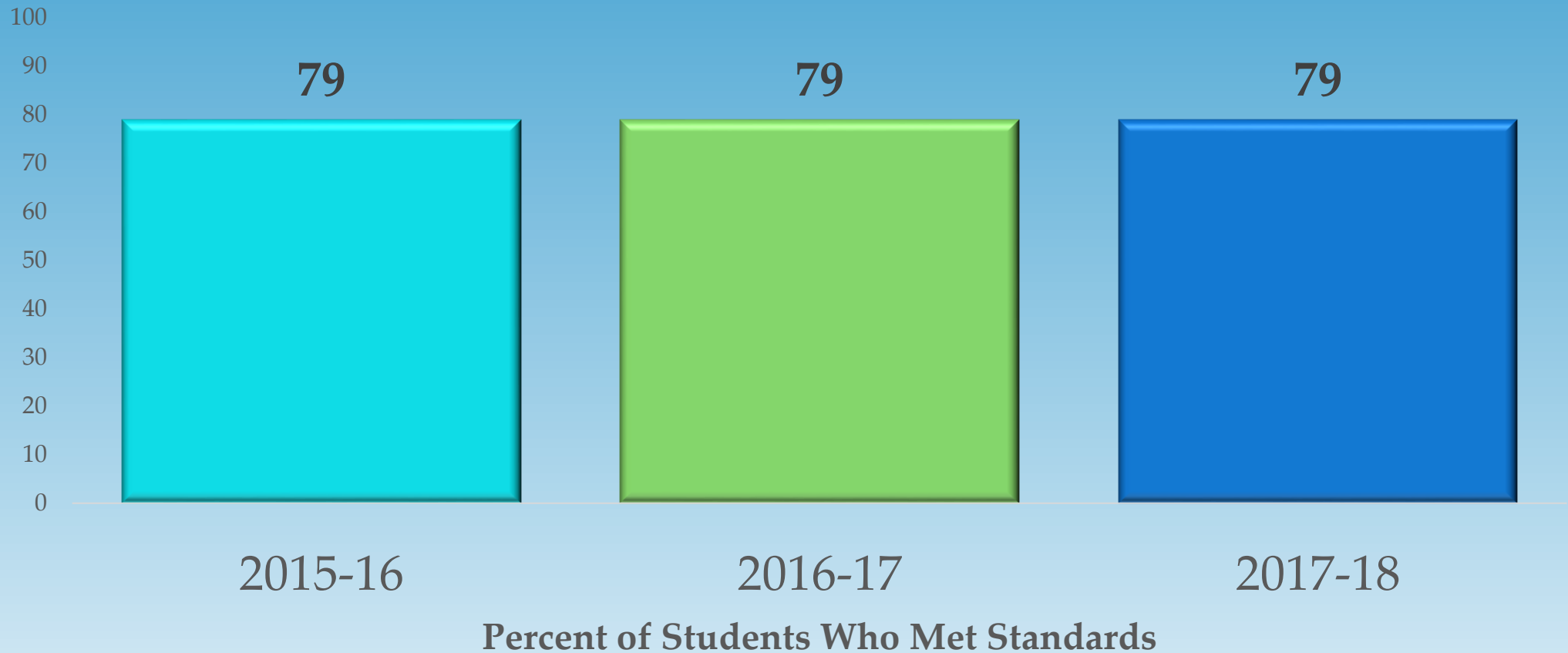


Local Measures Writing Grades K-2



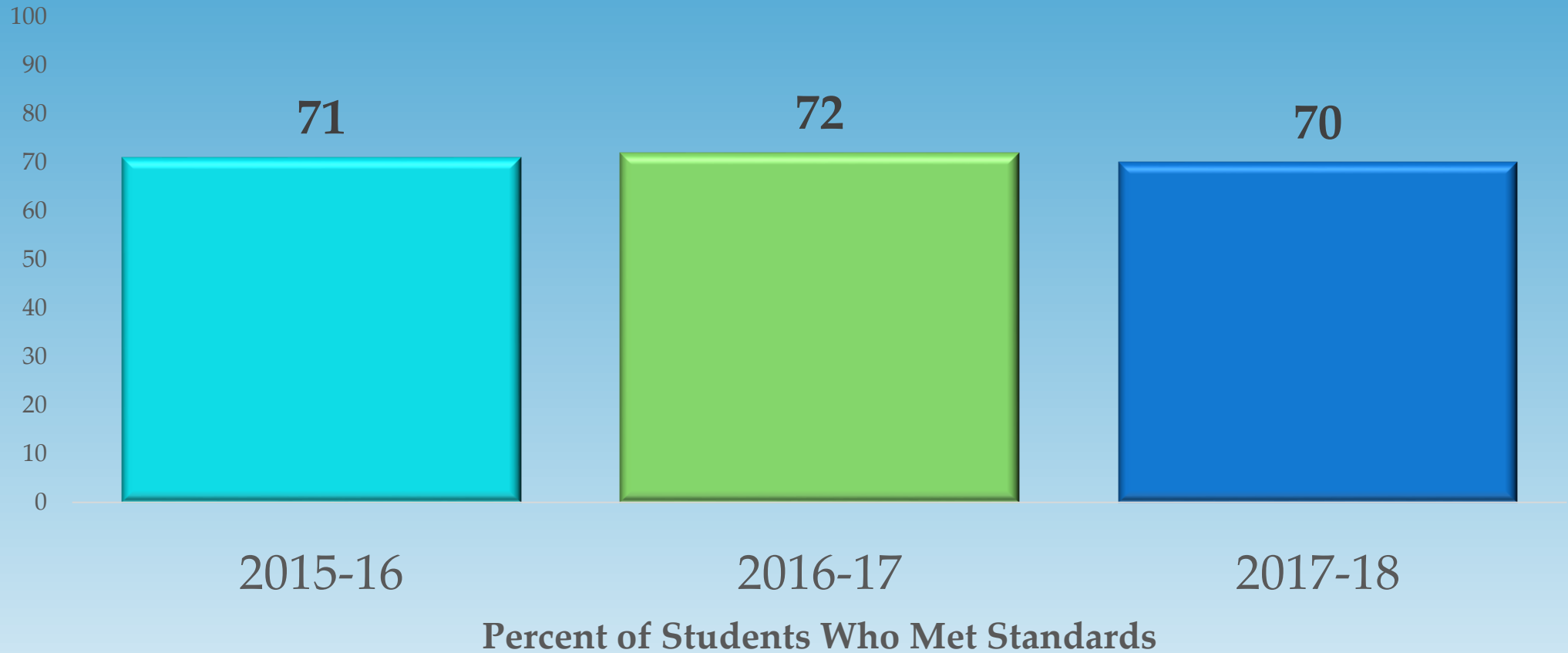


Local Measures Mathematics Grades K-2



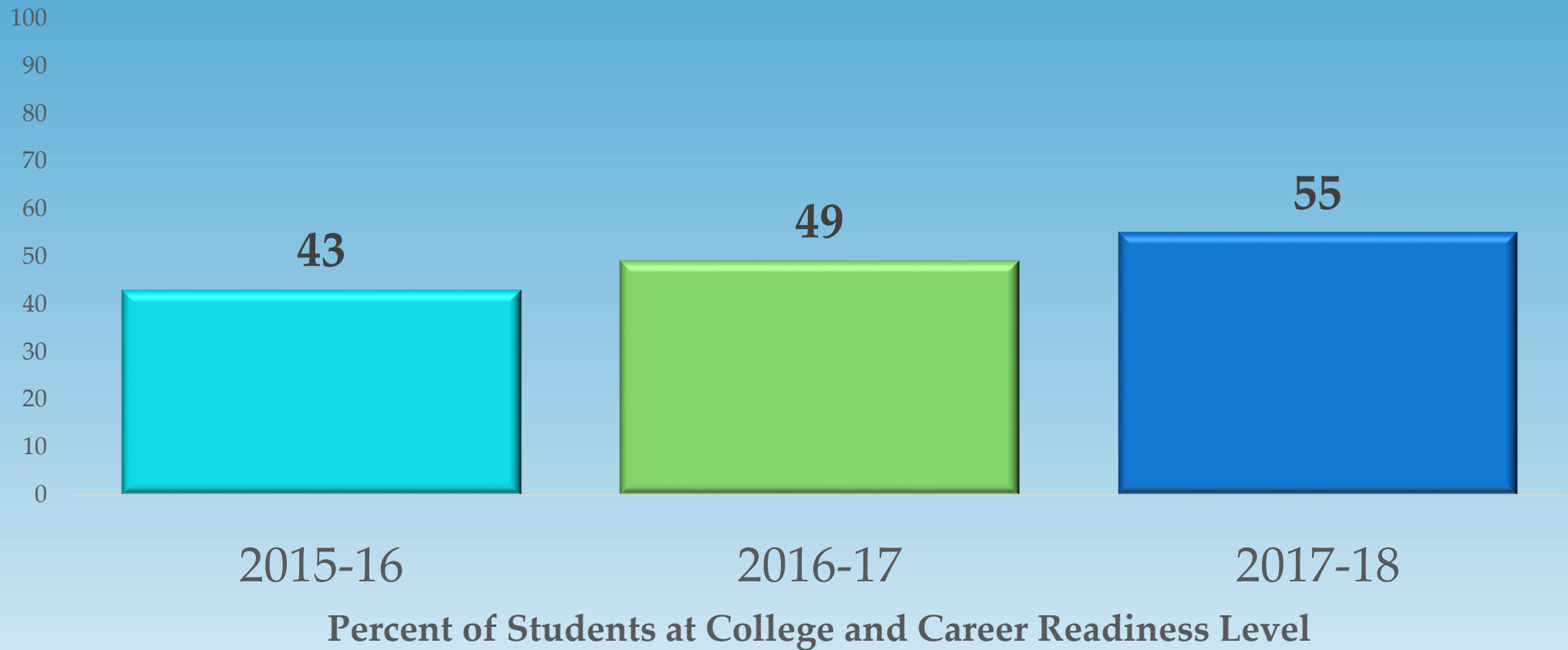


Local Measures Reading Grades K-1





Local Measures Reading Lexile Grades 2-6





Moving
Forward

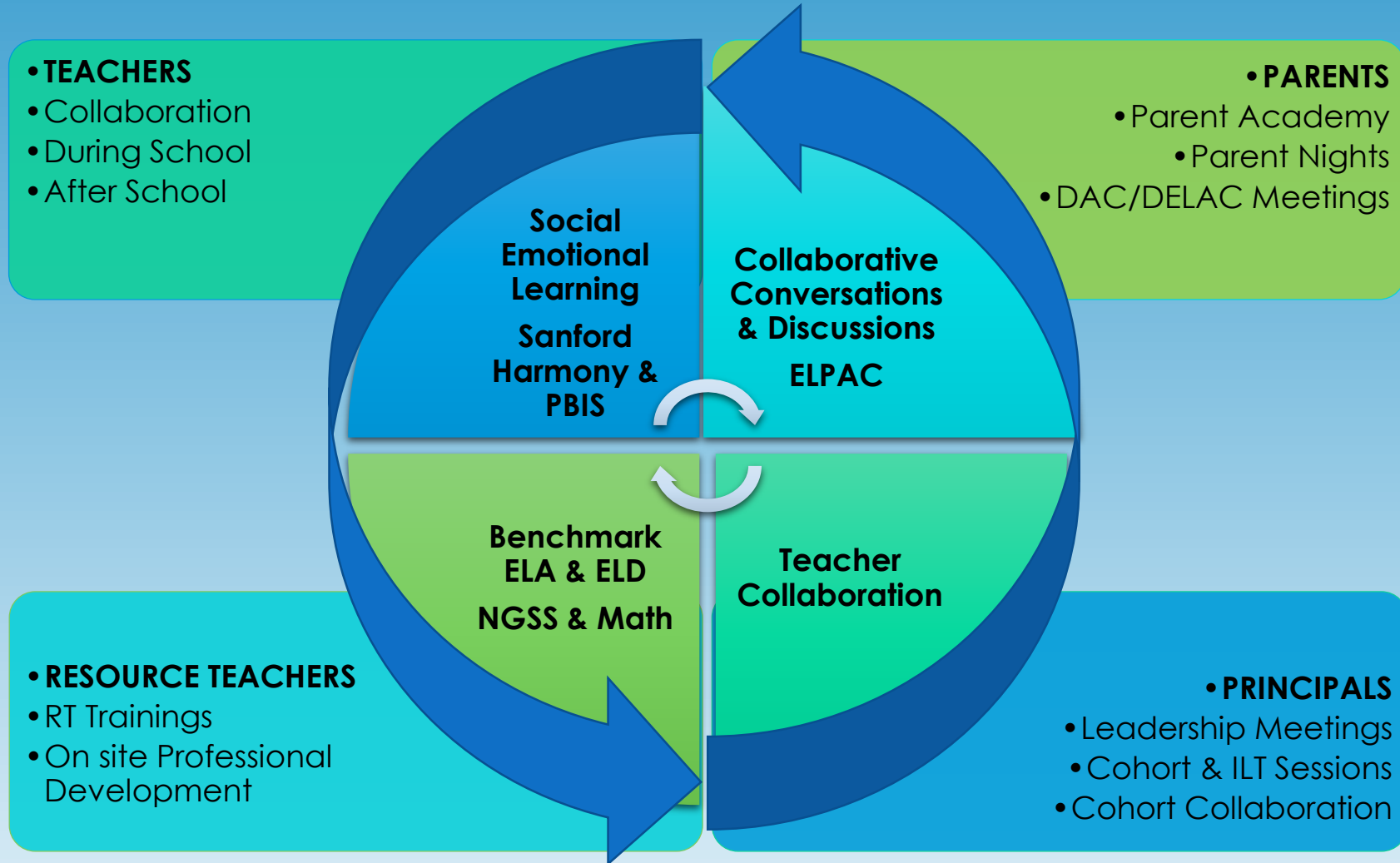
CVESD Instructional Focus



The CVESD community will work collaboratively to ensure that ALL students, including English Learners, Students with Disabilities, and designated target groups, show measurable growth, which will lead to reducing the achievement gap in literacy and mathematics. This will occur through the implementation of **high impact language development strategies** aligned to the California State Standards and driven by the District's LCAP goals.



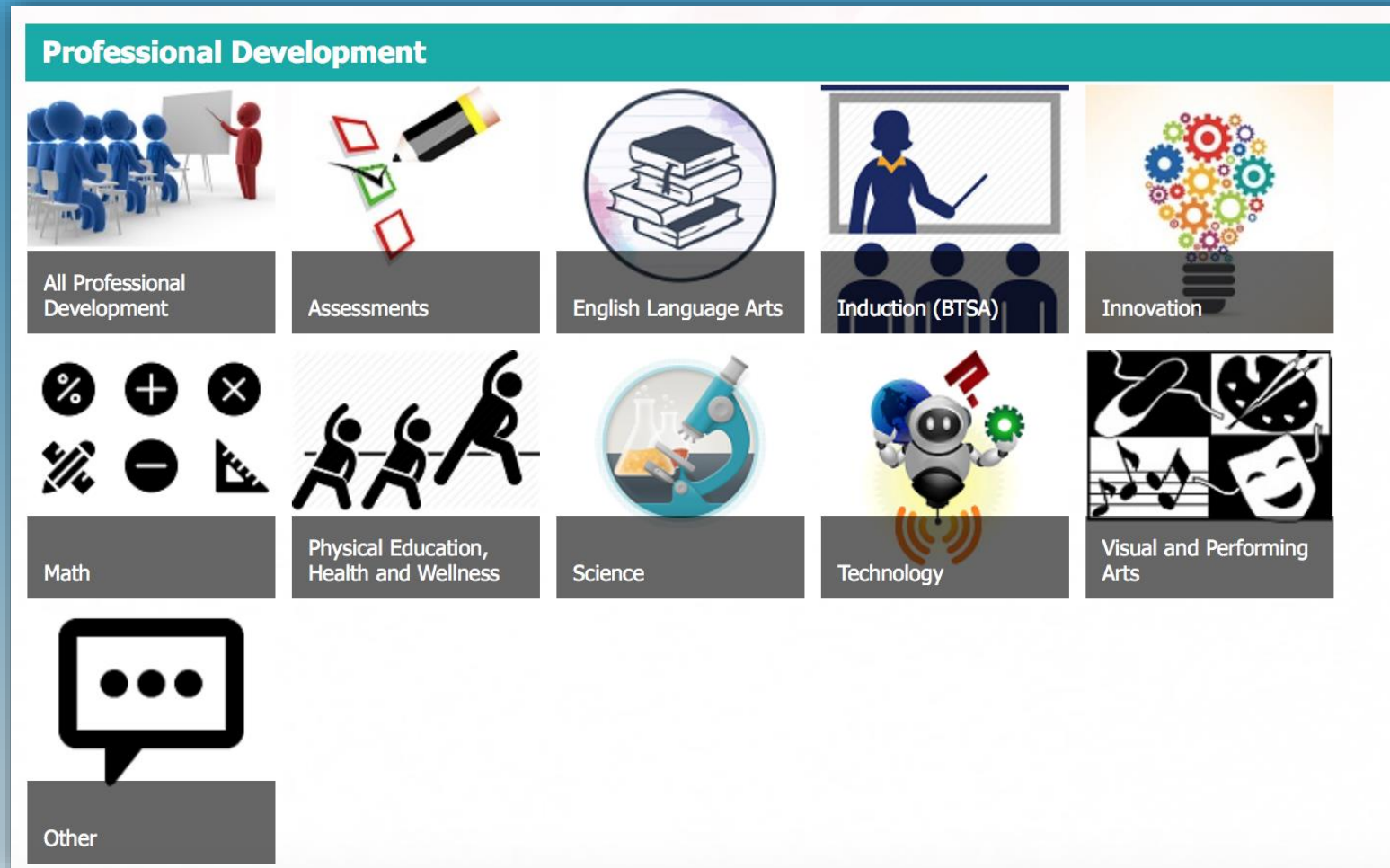
Professional Development Highlights





CVESD

Professional Development Opportunities



Linda Darling-Hammond

Stanford Graduate School of Education



LEARNING POLICY INSTITUTE

Research. Action. Impact.





Interdependence

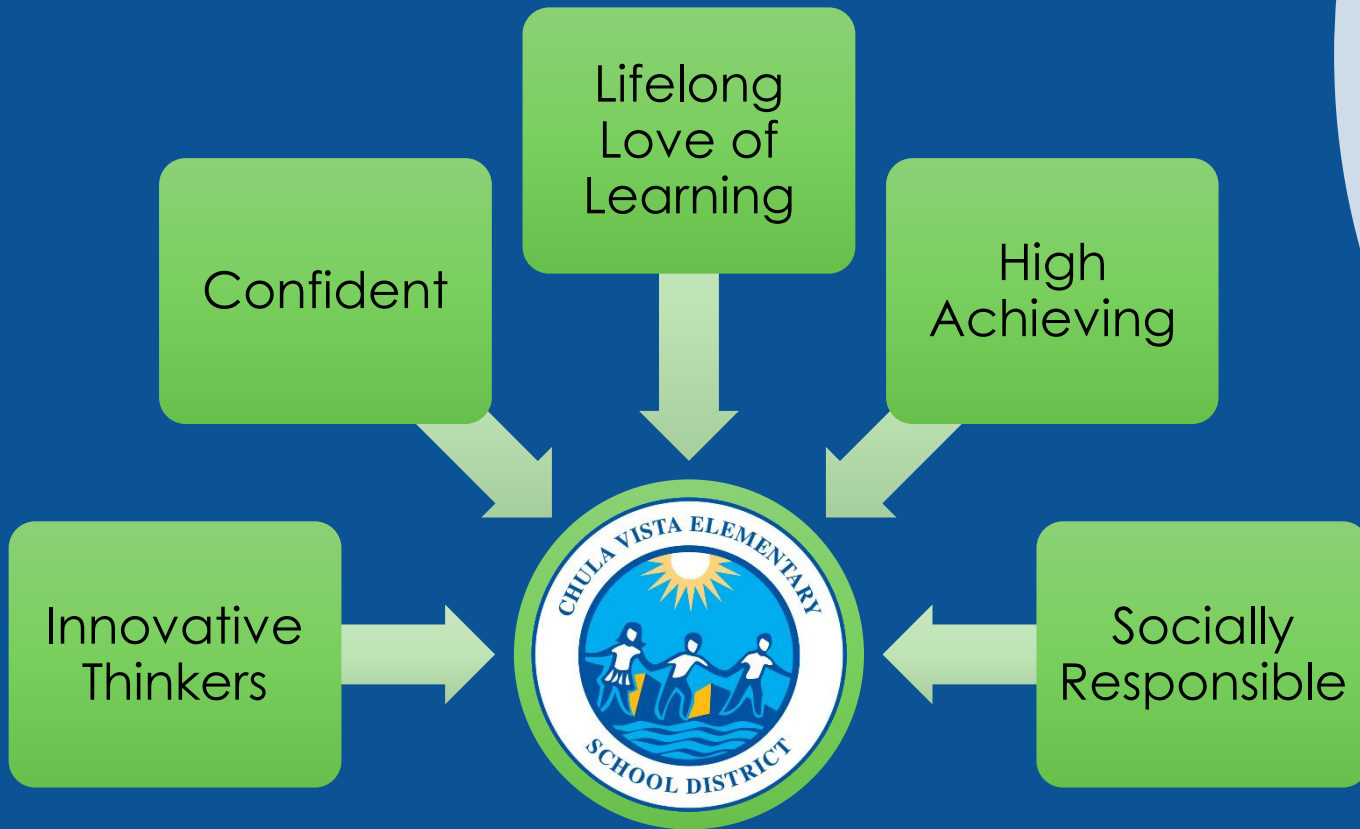
The Building of a Learning
Organization

FINDINGS

Incremental and Deliberate
Common Core Implementation

Support and Interventions for Target
Subgroups

Our Shared Vision



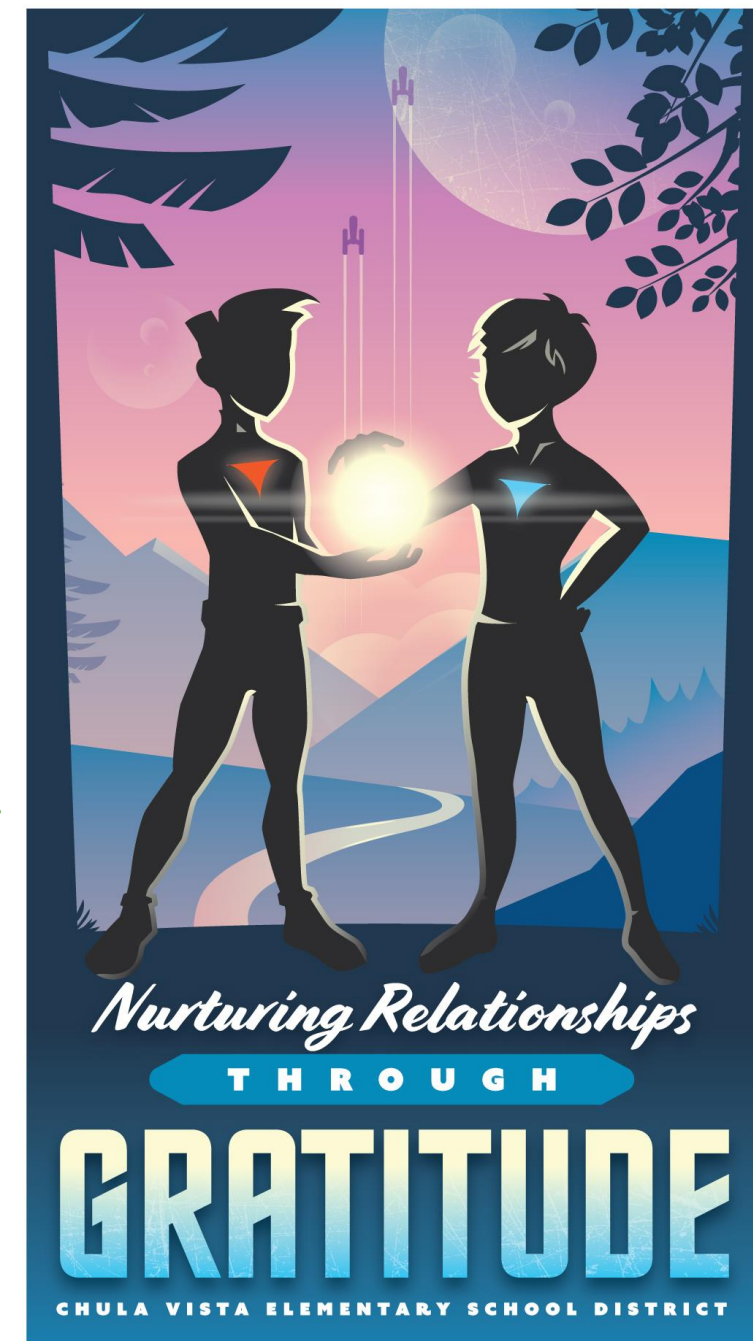


Excellence

Collaboration

Commitment

Relationships





2017 -18
California Assessment
of Student
Progress and
Performance
and Local Measures

Report to the Board of Education
October 10, 2018