

HOWARD
GARDNER
COMMUNITY SCHOOL

HOWARD GARDNER COMMUNITY SCHOOL

CHARTER RENEWAL PETITION

For the term July 1, 2027 to June 30, 2032

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION..... 3

EXECUTIVE SUMMARY.....6

ELEMENT 1: EDUCATIONAL PROGRAM.....27

ELEMENT 2: MEASURABLE PUPIL OUTCOMES..... 60

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES.....65

ELEMENT 4: GOVERNANCE..... 69

ELEMENT 5: EMPLOYEE QUALIFICATIONS..... 72

ELEMENT 6: HEALTH & SAFETY PROCEDURES..... 78

ELEMENT 7: STUDENT POPULATION BALANCE..... 86

ELEMENT 8: ADMISSION POLICIES & PROCEDURES..... 88

ELEMENT 9: SUSPENSION & EXPULSION POLICY AND PROCEDURES..... 91

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS..... 110

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES..... 111

ELEMENT 12: EMPLOYEE RETURN RIGHTS..... 112

ELEMENT 13: DISPUTE RESOLUTION.....113

ELEMENT 14: CLOSURE PROCEDURES.....115

MISCELLANEOUS CHARTER PROVISIONS..... 117

APPENDICES..... 121

APPENDIX A: BOARD ROSTER & BIOGRAPHIES..... 122

APPENDIX B: ARTICLES OF INCORPORATION; BYLAWS & CONFLICT OF INTEREST..... 125

APPENDIX C: 3-YEAR BUDGET; 3-YEAR CASH FLOW..... 127

APPENDIX D: 2022-2026 CAASPP ELA & MATH REPORTS..... 129

AFFIRMATIONS AND DECLARATION

As the lead petitioner, I, Kat Shaw, hereby certify that the information submitted in this renewal petition for Howard Gardner Community Charter ("Howard Gardner Community School," "Howard Gardner Community Charter School," "HGCS" or the "Charter School"), located within the boundaries of the Chula Vista Elementary School District ("CVESD" or the "District") and authorized by the San Diego County Board of Education ("SDCBOE"), with oversight by the San Diego County Office of Education ("SDCOE") (collectively, the "County"), is true to the best of my knowledge and belief. I understand that if this charter petition is granted, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

1. The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]

2. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]

3. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

4. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]

5. The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]

6. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

7. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section

47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

8. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

9. The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

11. The Charter School will comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").

12. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

13. The Charter School will comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

14. The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

15. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").

16. The Charter School will comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

17. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

18. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within

30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]

19. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

20. The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

21. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

22. The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]

23. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

24. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

25. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

26. The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]



_____

Kat Shaw, Executive Director

EXECUTIVE SUMMARY

CHARTER RENEWAL CRITERIA

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

Pursuant to Education Code Sections 47607 and 47607.2, as established by Assembly Bill 1505 and subsequently amended, charter school renewals are evaluated under a three-tiered accountability framework based on state and local indicators reported on the California School Dashboard ("Dashboard"), with a separate review track for Dashboard Alternative School Status ("DASS") schools. Under this statutory structure, the chartering authority must place greater weight on measurements of academic performance—including statewide assessments in English language arts, mathematics, and science under the California Assessment of Student Performance and Progress ("CAASPP") and the English Language Proficiency Assessments for California ("ELPAC").

Howard Gardner Community School meets the definition of **middle-performing** pursuant to Education Code Section 47607.2(b). Under Education Code Section 47607.2(b), a middle-performing charter school is eligible for a renewal term of five (5) years. The chartering authority evaluates the school's schoolwide performance and the performance of all numerically significant pupil subgroups on the Dashboard, giving primary consideration to academic growth, progress toward standards that benefit pupils, and the school's Multi-Tiered System of Supports ("MTSS"). As demonstrated by the state and local performance data detailed below, HGCS has achieved substantial academic growth and clearly meets all statutory criteria for a five-year charter renewal.

Dashboard Performance

Education Code Section 47607.2(b) states:

> *(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
> *(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
> *...*
> *(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable, pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.*

(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

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

The following chart reflects Howard Gardner Community School's 2025 and 2026 Dashboards.

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

FALL 2025 DASHBOARD: HGCS					
STUDENT GROUP	CHRONIC ANSENTEEISM	SUSPENSION RATE	EL PROGRESS	ELA	MATH
ALL STUDENTS	ORANGE	RED	ORANGE	YELLOW	ORANGE
EL	ORANGE	ORANGE	ORANGE	ORANGE	ORANGE
SOCIO-ECON	ORANGE	RED	*	YELLOW	ORANGE
SWD	ORANGE	ORANGE	*	*	*
HISPANIC	ORANGE	RED	*	YELLOW	ORANGE

FALL 2026 DASHBOARD: HGCS					
STUDENT GROUP	CHRONIC ANSENTEEISM	SUSPENSION RATE	EL PROGRESS	ELA	MATH
ALL STUDENTS	RED	GREEN	GREEN	ORANGE	ORANGE
EL	RED	ORANGE	GREEN	ORANGE	ORANGE
SOCIO-ECON	RED	GREEN	*	YELLOW	ORANGE
SWD	ORANGE	YELLOW	*	*	*
HISPANIC	RED	GREEN	*	YELLOW	ORANGE

The following chart is a side-by-side comparison of the 2025 and Fall 2026 Dashboards for HGCS, Chula Vista Elementary School District and the State of California.

FALL 2025 DASHBOARD: HGCS						FALL 2026 DASHBOARD: HGCS					
	CHRONIC ANSENTEEISM	SUSPENSION RATE	EL PROGRESS	ELA	MATH		CHRONIC ANSENTEEISM	SUSPENSION RATE	EL PROGRESS	ELA	MATH
HGCS	ORANGE	RED	ORANGE	YELLOW	ORANGE	HGCS	RED	GREEN	GREEN	ORANGE	ORANGE
CVESD	YELLOW	GREEN	YELLOW	GREEN	YELLOW	CVESD	YELLOW	ORANGE	YELLOW	YELLOW	YELLOW
STATE	YELLOW	GREEN	YELLOW	YELLOW	YELLOW	STATE	YELLOW	YELLOW	YELLOW	ORANGE	YELLOW

Fall 2025 Dashboard: HGCS performed ***equivalent*** to the state for the ELA academic indicator.

Fall 2026 Dashboard: HGCS demonstrated meaningful improvement in the 2026 California School Dashboard, improving its suspension rate from Red to Green and earning a Green rating for English Learner Progress, outperforming both CVESD and the state in these areas.

2025 LOCAL INDICATOR	RESULT
BASIC: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

2026 LOCAL INDICATOR	RESULT
BASIC: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

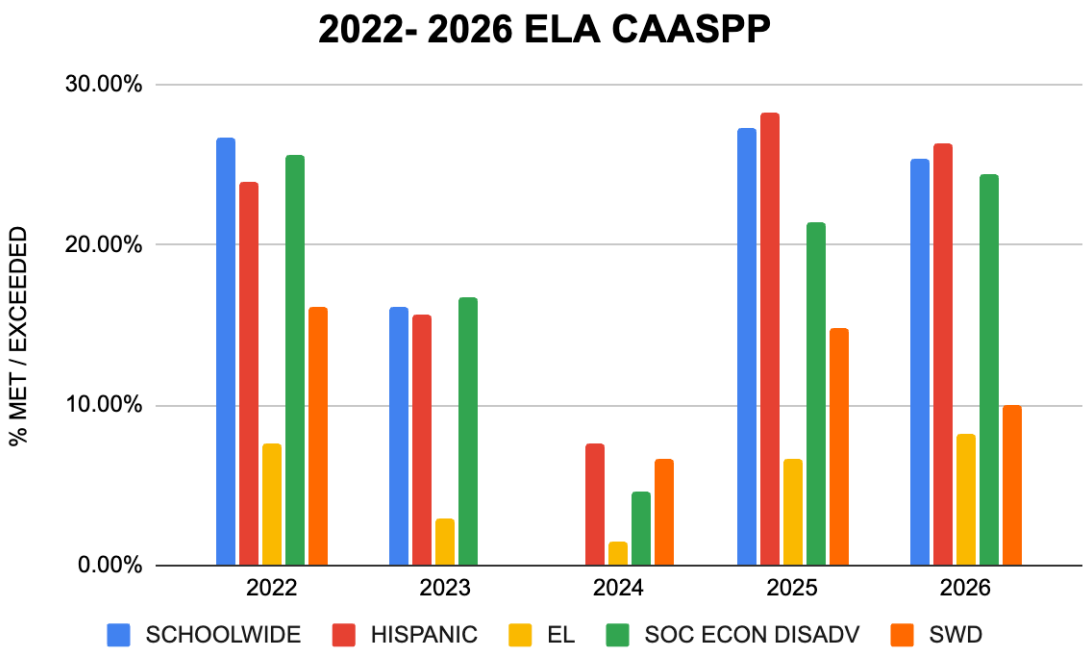
Measurements of Academic Performance

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

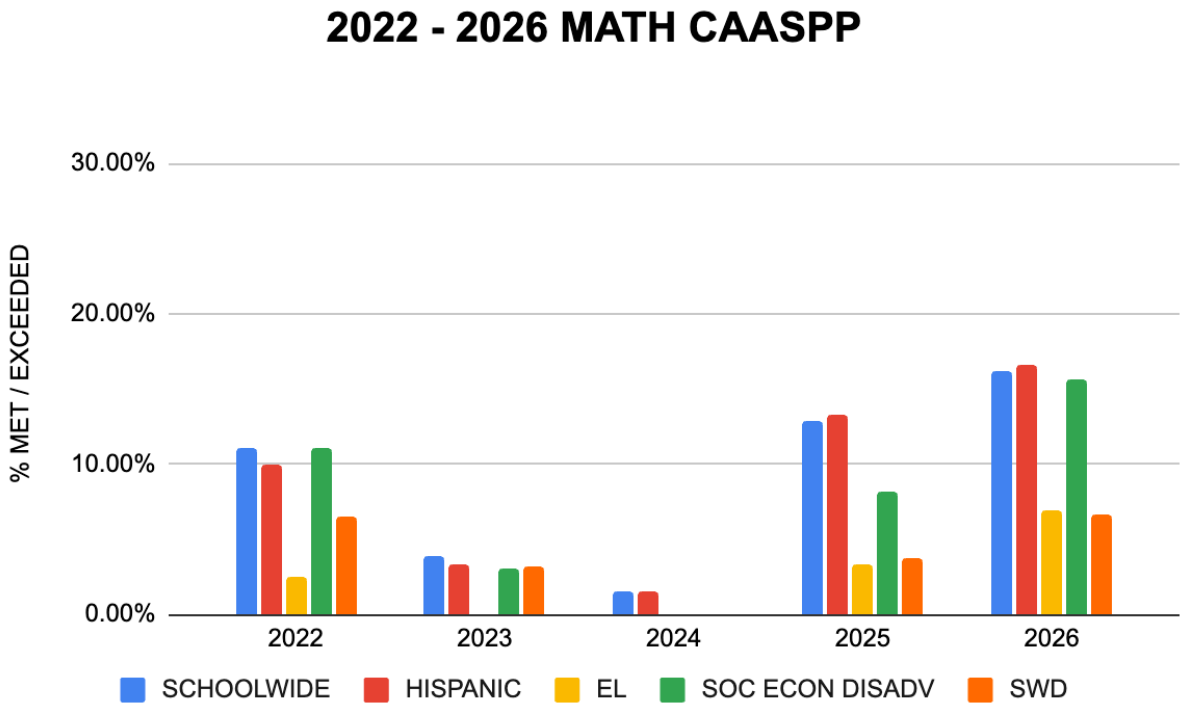
> *(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
>
> *(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*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

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

In accordance with Section 47607.2(b)(3), HGCS has included the following bar graphs, which reflect four-years of student performance on the 2022-2026 CAASPP assessment for ELA and Math (Percentage of students who met/exceeded standards) as "measurements of academic performance," schoolwide and by numerically significant student groups (Hispanic, EL, SED). Source: https://caaspp-elpac.cde.ca.gov



	2022	2023	2024	2025	2026
SCHOOLWIDE	26.66%	16.13%	8.21.%	27.35%	25.42%
HISPANIC	23.91%	15.69%	7.58%	28.32%	26.32%
EL	7.60%	2.94%	1.54%	6.67%	8.20%
SOC ECON DISADV	25.60%	16.79%	4.63%	21.43%	24.47%
SWD	16.13%	0.00%	6.67%	14.81%	10.00%



	2022	2023	2024	2025	2026
SCHOOLWIDE	11.11%	3.90%	1.50%	12.82%	16.15%
HISPANIC	9.93%	3.29%	1.52%	13.27%	16.66%
EL	2.44%	0.00%	0.00%	3.33%	6.95%
SOC ECON DISADV	11.11%	3.08%	0.00%	8.16%	15.68%
SWD	6.45%	3.23%	0.00%	3.70%	6.66%

Howard Gardner Community School (HGCS) has demonstrated progress in student achievement on the California Assessment of Student Performance and Progress (CAASPP) following a period of declining performance in 2023 and 2024. After reaching a low point in 2024, HGCS experienced a notable recovery in English Language Arts (ELA) and Mathematics in 2025. In 2026, schoolwide Mathematics performance continued to improve, reflecting continued progress in student achievement.

In ELA, the percentage of students meeting or exceeding standards increased from 8.21% in 2024 to 27.35% in 2025, before adjusting slightly to 25.42% in 2026. This represents a substantial improvement from 2024 and indicates that the school has sustained much of its recovery in ELA performance. In Mathematics, schoolwide performance increased from 1.50% in 2024 to 12.82% in 2025 and continued to rise to 16.15% in 2026. This continued growth in Mathematics reflects positive momentum in strengthening students' academic achievement.

The following charts reflect HGCS's CAASPP performance from 2022 through 2026, schoolwide and by numerically significant student groups. After a decline in ELA and Mathematics performance in 2023 and 2024, HGCS demonstrated significant improvement in both subjects in

2025. In 2026, schoolwide Mathematics performance continued to increase, while ELA performance remained relatively stable. These results highlight areas of progress and the continued need to strengthen academic outcomes for all students, particularly English Learners and Students with Disabilities.

2022 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	26.66%	11.11%
HISPANIC	23.91%	9.93%
EL	7.60%	2.44%
SOC ECON DISADV	25.60%	11.11%
SWD	16.13%	6.45%

2023 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	16.13%	3.90%
HISPANIC	15.69%	3.29%
EL	2.94%	0.00%
SOC ECON DISADV	16.79%	3.08%
SWD	0.00%	3.23%

2024 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	8.21.%	1.50%
HISPANIC	7.58%	1.52%
EL	1.54%	0.00%
SOC ECON DISADV	4.63%	0.00%
SWD	6.67%	0.00%

2025 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	27.35%	12.82%
HISPANIC	28.32%	13.27%
EL	6.67%	3.33%
SOC ECON DISADV	21.43%	8.16%
SWD	14.81%	3.70%

2026 CAASPP: % MET/EXCEEDED		
	ELA	MATH
SCHOOLWIDE	25.42%	16.15%
HISPANIC	26.32%	16.66%
EL	8.20%	6.95%
SOC ECON DISADV	24.47%	15.68%
SWD	10.00%	6.66%

In late Spring 2018, Howard Gardner Community School was the recipient of the Cohort 3 Multi-Tiered System of Supports (MTSS) Grant Initiative. Our school applied for this grant to design and implement a comprehensive, systemic, research-based framework to address the academic, social-emotional, and behavioral needs of our students, while equipping our educators with the tools needed to maximize instruction and boost engagement.

Following a year-long professional development series through the San Diego County Office of Education during the 2018–19 school year, our leadership team—including the Executive Director, Education Specialist, School Psychologist, and Interventionist—collaborated with staff, students, and families to design our schoolwide implementation plan.

Today, **HGCS actively utilizes the MTSS framework as the operational foundation for all student support and instructional delivery.** Our LCAP goals remain closely aligned with our MTSS practices, CA Dashboard data, and overarching mission and vision, ensuring continuous data-driven intervention, program fidelity, and shared accountability for student achievement.

Within our daily practice, MTSS serves as the operational foundation for collaborative instruction, ensuring equitable access and opportunity for all students to master the California Common Core

State Standards (CCSS). Our model integrates rigorous core instruction, differentiated learning, and responsive tiered interventions tailored to each child's academic, behavioral, and social-emotional needs. By intentionally designing services around continuous data review, HGCS systematically identifies student needs early and delivers targeted, timely support across all grade levels.

2026 ELA & MATH CAASPP RESULTS

The following chart outlines the achievement levels for the Spring 2026 CAASPP (ELA & Math) for Howard Gardner Community School, compared with Chula Vista Elementary School District; and Sweetwater Union HSD; and the State of California by grade level, scale score, and by achievement level. The Spring 2026 CAASPP results show areas of growth from 2025, including Grade 3 ELA, where the percentage of students meeting or exceeding standards increased from 11.76% to 25%, and Grade 4 ELA, where the percentage scoring nearly met or met standards increased from 27.28% to 43.75%. HGCS also outperformed or closely matched comparison results in select areas, including Grade 7 ELA, where 18.52% met standards compared with 16.81% statewide and 18.02% in SUHSD; these results will guide continued instructional improvement and targeted support in ELA and Mathematics.

2026 ELA CAASPP: GRADE 3			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2346.5	2422.3	2413.7
STD EXCEEDED: LEVEL 4	0.00 %	26.33 %	23.84 %
STD MET: LEVEL 3	6.25 %	21.44 %	20.25 %
STD NEARLY MET: LEVEL 2	31.25 %	23.71 %	23.27 %
STD NOT MET: LEVEL 1	62.50 %	28.53 %	32.63 %

2026 ELA CAASPP: GRADE 3			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2367.6	2427.9	2426.4
STD EXCEEDED: LEVEL 4	10.00 %	21.75 %	22.23 %
STD MET: LEVEL 3	15.00 %	27.16 %	24.75 %
STD NEARLY MET: LEVEL 2	15.00 %	22.07 %	21.68 %
STD NOT MET: LEVEL 1	60.00 %	29.02 %	31.35 %

2026 ELA CAASPP: GRADE 4			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2405.3	2473.5	2457.5
STD EXCEEDED: LEVEL 4	18.75 %	29.06 %	24.87 %
STD MET: LEVEL 3	6.25 %	23.51 %	20.89 %
STD NEARLY MET: LEVEL 2	18.75 %	20.77 %	19.81 %
STD NOT MET: LEVEL 1	56.25 %	26.66 %	34.42 %

2026 ELA CAASPP: GRADE 4			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2427.8	2472.2	2464.4
STD EXCEEDED: LEVEL 4	12.50 %	20.88 %	20.09 %
STD MET: LEVEL 3	6.25 %	24.42 %	22.35 %
STD NEARLY MET: LEVEL 2	37.50 %	29.40 %	27.97 %
STD NOT MET: LEVEL 1	43.75 %	25.29 %	29.59 %

2026 ELA CAASPP: GRADE 5			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2433.6	2515.6	2497.3
STD EXCEEDED: LEVEL 4	13.04 %	28.21 %	23.43 %
STD MET: LEVEL 3	13.04 %	29.43 %	25.73 %
STD NEARLY MET: LEVEL 2	17.39 %	17.72 %	19.85 %
STD NOT MET: LEVEL 1	56.52 %	24.63 %	30.99 %

2026 ELA CAASPP: GRADE 5			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2421.7	2497.3	2488.7
STD EXCEEDED: LEVEL 4	8.33 %	21.88 %	21.06 %
STD MET: LEVEL 3	4.17 %	18.82 %	15.62 %
STD NEARLY MET: LEVEL 2	20.83 %	25.85 %	24.70 %
STD NOT MET: LEVEL 1	66.67 %	33.45 %	38.62 %

2026 ELA CAASPP: GRADE 6			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2478.7	2550.5	2520
STD EXCEEDED: LEVEL 4	7.69 %	26.61 %	19.53 %
STD MET: LEVEL 3	30.77 %	33.66 %	28.51 %
STD NEARLY MET: LEVEL 2	23.08 %	22.49 %	23.46 %
STD NOT MET: LEVEL 1	38.46 %	17.25 %	28.50 %

2026 ELA CAASPP: GRADE 6			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2475.5	2533	2508
STD EXCEEDED: LEVEL 4	11.11 %	25.91 %	20.98 %
STD MET: LEVEL 3	11.11 %	20.51 %	16.19 %
STD NEARLY MET: LEVEL 2	33.33 %	24.51 %	24.34 %
STD NOT MET: LEVEL 1	44.44 %	29.07 %	38.48 %

2026 ELA CAASPP: GRADE 7			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2511.2	2542.8	2545.8
STD EXCEEDED: LEVEL 4	16.00 %	17.39 %	19.36 %
STD MET: LEVEL 3	20.00 %	32.91 %	31.22 %
STD NEARLY MET: LEVEL 2	28.00 %	21.43 %	21.66 %
STD NOT MET: LEVEL 1	36.00 %	28.28 %	27.77 %

2026 ELA CAASPP: GRADE 7			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2474.3	2521.7	2524.3
STD EXCEEDED: LEVEL 4	3.70 %	18.61 %	20.73 %
STD MET: LEVEL 3	18.52 %	18.02 %	16.81 %
STD NEARLY MET: LEVEL 2	33.33 %	25.50 %	23.71 %
STD NOT MET: LEVEL 1	44.44 %	37.87 %	38.75 %

2026 ELA CAASPP: GRADE 8			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2479.1	2546.2	2558.2
STD EXCEEDED: LEVEL 4	4.00 %	14.83 %	18.65 %
STD MET: LEVEL 3	16.00 %	30.91 %	30.83 %
STD NEARLY MET: LEVEL 2	28.00 %	24.26 %	23.29 %
STD NOT MET: LEVEL 1	52.00 %	30.00 %	27.23 %

2026 ELA CAASPP: GRADE 8			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2420.1	2530.5	2539
STD EXCEEDED: LEVEL 4	0.00 %	18.52 %	21.98 %
STD MET: LEVEL 3	0.00 %	14.87 %	14.28 %
STD NEARLY MET: LEVEL 2	20.00 %	23.92 %	21.59 %
STD NOT MET: LEVEL 1	80.00 %	42.69 %	42.14 %

2025 ELA & MATH CAASPP RESULTS

The following chart outlines the achievement levels for the Spring 2025 CAASPP (ELA & Math) for Howard Gardner Community School, compared with Chula Vista Elementary School District; and Sweetwater Union HSD; and the State of California by grade level, scale score, and by achievement level. While results indicate continued academic challenges across grade levels, some areas show promising trends, including Grade 7 ELA, where 18.52% of HGCS students met standards compared with 18.02% in SUHSD. HGCS will use these results to identify instructional priorities, address achievement gaps, and strengthen student outcomes in both subjects.

2025 ELA CAASPP: GRADE 3			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2380.6	2429.3	2414.3
STD EXCEEDED: LEVEL 4	11.76 %	28.85 %	23.98 %
STD MET: LEVEL 3	11.76 %	21.64 %	20.23 %
STD NEARLY MET: LEVEL 2	23.53 %	22.38 %	23.15 %
STD NOT MET: LEVEL 1	52.94 %	27.13 %	32.64 %

2025 MATH CAASPP: GRADE 3			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2373.6	2430.1	2424.8
STD EXCEEDED: LEVEL 4	5.88 %	22.71 %	21.48 %
STD MET: LEVEL 3	17.65 %	**25.87 %**	24.82 %
STD NEARLY MET: LEVEL 2	29.41 %	**23.47 %**	21.87 %
STD NOT MET: LEVEL 1	47.06 %	**27.95 %**	31.83 %

2025 ELA CAASPP: GRADE 4			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2395.5	2474.2	2457.4
STD EXCEEDED: LEVEL 4	13.64 %	30.98 %	25.32 %
STD MET: LEVEL 3	4.55 %	22.43 %	20.38 %
STD NEARLY MET: LEVEL 2	22.73 %	18.32 %	19.59 %
STD NOT MET: LEVEL 1	59.09 %	28.26 %	34.70 %

2025 MATH CAASPP: GRADE 4			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2384.6	2474.5	2464.3
STD EXCEEDED: LEVEL 4	0.00 %	23.22 %	19.86 %
STD MET: LEVEL 3	18.18 %	24.13 %	22.39 %
STD NEARLY MET: LEVEL 2	9.09 %	27.92 %	28.20 %
STD NOT MET: LEVEL 1	72.73 %	24.72 %	29.54 %

2025 ELA CAASPP: GRADE 5			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2444.3	2521.6	2495.7
STD EXCEEDED: LEVEL 4	0.00 %	29.58 %	23.25 %
STD MET: LEVEL 3	26.67 %	30.08 %	25.55 %
STD NEARLY MET: LEVEL 2	13.33 %	18.02 %	19.68 %
STD NOT MET: LEVEL 1	60.00 %	22.32 %	31.52 %

2025 MATH CAASPP: GRADE 5			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2448.3	2503.5	2486.5
STD EXCEEDED: LEVEL 4	0.00 %	22.80 %	20.38 %
STD MET: LEVEL 3	13.33 %	19.84 %	15.65 %
STD NEARLY MET: LEVEL 2	26.67 %	27.27 %	24.82 %
STD NOT MET: LEVEL 1	60.00 %	30.09 %	39.15 %

2025 ELA CAASPP: GRADE 6			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2519.2	2552.3	2520.6
STD EXCEEDED: LEVEL 4	26.32 %	27.98 %	19.63 %
STD MET: LEVEL 3	21.05 %	33.47 %	28.43 %
STD NEARLY MET: LEVEL 2	26.32 %	20.97 %	23.64 %
STD NOT MET: LEVEL 1	26.32 %	17.58 %	28.30 %

2025 MATH CAASPP: GRADE 6			
ACHIEVMENT LEVEL	HGCS	CVESD	CA STATE
MEAN SCALE SCORE	2476.2	2531.1	2506.0
STD EXCEEDED: LEVEL 4	10.53 %	25.94 %	20.45 %
STD MET: LEVEL 3	5.26 %	19.47 %	16.15 %
STD NEARLY MET: LEVEL 2	31.58 %	24.78 %	24.47 %
STD NOT MET: LEVEL 1	52.63 %	29.81 %	38.93 %

2025 ELA CAASPP: GRADE 7			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2469.8	2470.3	2542.9
STD EXCEEDED: LEVEL 4	7.41 %	0.00 %	18.92 %
STD MET: LEVEL 3	11.11 %	20.00 %	30.73 %
STD NEARLY MET: LEVEL 2	29.63 %	13.33 %	21.80 %
STD NOT MET: LEVEL 1	51.85 %	66.67 %	28.55 %

2025 MATH CAASPP: GRADE 7			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2433.9	2430.3	2520.2
STD EXCEEDED: LEVEL 4	0.00 %	7.69 %	19.38 %
STD MET: LEVEL 3	0.00 %	0.00 %	16.70 %
STD NEARLY MET: LEVEL 2	29.63 %	30.77 %	24.34 %
STD NOT MET: LEVEL 1	70.37 %	61.54 %	39.58 %

2025 ELA CAASPP: GRADE 8			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2496.1	2504	2554.6
STD EXCEEDED: LEVEL 4	0.00 %	0.00 %	17.61 %
STD MET: LEVEL 3	35.29 %	27.78 %	30.23 %
STD NEARLY MET: LEVEL 2	17.65 %	27.78 %	23.90 %
STD NOT MET: LEVEL 1	47.06 %	44.44 %	28.27 %

2025 MATH CAASPP: GRADE 8			
ACHIEVMENT LEVEL	HGCS	SUHSD	CA STATE
MEAN SCALE SCORE	2470.5	2416.7	2531.2
STD EXCEEDED: LEVEL 4	0.00 %	0.00 %	20.02 %
STD MET: LEVEL 3	11.76 %	7.69 %	13.92 %
STD NEARLY MET: LEVEL 2	41.18 %	15.38 %	21.57 %
STD NOT MET: LEVEL 1	47.06 %	76.92 %	44.50 %

HGCS COMPARISON – SCHOOLS OF RESIDENCE

The following chart provides the 2025-26 student demographics of HGCS and the schools of residence where our students reside; and/or would attend. Source: https://dq.cde.ca.gov

2025 -2026 DEMOGRAPHICS OF SCHOOLS OF RESIDENCE									
SCHOOL	**% AA**	**% AM IND**	**% ASIAN**	**% FILIP**	**% HISP**	**% PI**	**% WHITE**	**% 2+**	**% NR**
Chula Vista MS	1.4%	0.0%	0.5%	1.8%	90.8%	0.2%	4.0%	1.1%	0.2%
Feaster	1.4%	0.3%	0.4%	1.3%	92.9%	0.1%	2.4%	1.2%	0.0%
Harborside	1.4%	0.0%	0.4%	1.0%	92.3%	0.4%	2.4%	2.0%	0.0%
Hilltop Middle	1.3%	0.2%	1.3%	2.2%	86.0%	0.3%	5.8%	3.0%	0.0%
HGCS	**3.5%**	**0.0%**	**0.0%**	**0.0%**	**96.0%**	**0.0%**	**0.5%**	**0.0%**	**0.0%**
Lauderbach ES	1.1%	0.7%	0.4%	0.9%	93.2%	0.1%	2.0%	1.7%	0.0%
Vista Square	2.0%	0.0%	1.4%	1.2%	86.6%	1.2%	4.3%	3.0%	0.4%

The following chart provides the grade configuration for each comparison school, total student enrollment percentage of English Learners ("EL"), Foster Youth ("FY"), Homeless Youth ("HL"), Students with Disabilities ("SWD"); and Socio-economically Disadvantaged ("SED"), as reported by each school on CALPADS for the 2025-26 school year.

2025 -2026 DEMOGRAPHICS BY STUDENT GROUP							
SCHOOL	**GRADES**	**ENROLL**	**% EL**	**% FY**	**% HY**	**% SWD**	**% SED**
Chula Vista MS	7 - 8	621	33.9%	0.0%	4.0%	17.10%	77.6%
Feaster	K-8	1,066	49.7%	0.6%	2.2%	8.9%	74.6%
Harborside	P-6	493	64.5%	0.0%	7.3%	16.8%	83.2%
Hilltop Middle	7-8	869	18.4%	0.2%	1.7%	16.2%	63.5%
HGCS	**TK- 8**	**199**	**52.3%**	**0.0%**	**14.6%**	**21.1%**	**80.4%**
Lauderbach ES	P-6	761	62.9%	0.2%	4.7%	14.6%	78.8%
Vista Square	P-6	507	47.9%	0.2%	5.5%	20.9%	83.6%

During the 2025–2026 school year, HGCS enrolled a higher percentage of Students with Disabilities (21.1%) than all listed comparison schools. Additionally, 80.4% of HGCS students were identified as Socioeconomically Disadvantaged, reflecting a high proportion of students requiring additional academic and support services, although this percentage was lower than that of Harborside and Vista Square Source: https://dq.cde.ca.gov

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2025 CAASPP BY GRADE LEVEL

The following charts provide a comparison of the Spring 2025 ELA and CAASPP results by grade level including the percentage of students that have met/exceeded standards (Level 3-4); and the Mean Scale Score for Howard Gardner and the schools of residence in both Elementary and Middle Schools.

COMPARISON OF SPRING 2025 CAASPP (GRADE 3) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	33.89%	29.75%	2388.3	2399.9
Harborside	33.78%	14.28 %	2373.4	2362.8
HGCS	23.52%	23.53%	2380.6	2373.6
Lauderbach ES	31.20%	25.90%	2385.6	2371.6
Vista Square	24.39%	31.71%	2363.5	2385.6

COMPARISON OF SPRING 2025 CAASPP (GRADE 4) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	28.57%	20.44%	2417.8	2413.9
Harborside	23.53%	15.28%	2398.0	2410.3
HGCS	18.19%	18.18%	2395.5	2384.6
Lauderbach ES	31.19%	29.31%	2422.7	2423.8
Vista Square	35.90%	27.16%	2412.6	2419.9

COMPARISON OF SPRING 2025 CAASPP (GRADE 5) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	33.10%	12.50%	2459.1	2436.6
Harborside	26.86%	15.07%	2454.8	2432.1
HGCS	26.67%	13.33%	2444.3	2448.3
Lauderbach ES	42.39%	28.28%	2484.8	2463.0
Vista Square	44.59%	29.33%	2493.3	2469.3

COMPARISON OF SPRING 2025 CAASPP (GRADE 6) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	44.73%	29.88%	2506.6	2491.6
Harborside	30.38%	16.66%	2474.5	2450.4
HGCS	47.37%	15.79%	2519.2	2476.2
Lauderbach ES	43.48%	27.09%	2520.8	2485.6
Vista Square	38.10%	24.42%	2495.5	2458.7

COMPARISON OF SPRING 2025 CAASPP (GRADE 7) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Chula Vista MS	35.26%	25.36%	2503.1	2490.1
Feaster	59.80%	36.90%	2567.7	2531.5
Hilltop Middle	40.93%	24.64%	2530.8	2494.8
HGCS	18.52%	0.00%	2469.8	2433.9

COMPARISON OF SPRING 2025 CAASPP (GRADE 8) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Chula Vista MS	30.61%	18.87%	2510.0	2478.8
Feaster	60.21%	27.55%	2581.3	2539.3
Hilltop Middle	34.15%	15.94%	2517.4	2492.9
HGCS	35.29%	11.76%	2496.1	2470.5

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2026 CAASPP BY GRADE LEVEL

The following charts provide a comparison of the Spring 2026 ELA and CAASPP results by grade level including the percentage of students that have met/exceeded standards (Level 3-4); and the Mean Scale Score for Howard Gardner and the schools of residence in both Elementary and Middle Schools.

COMPARISON OF SPRING 2026 CAASPP (GRADE 3) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	33.01%	28.30%	2376.8	2393.7
Harborside	16.67%	21.92%	2342.1	2355.2
HGCS	6.25%	25.00%	2346.5	2367.6
Lauderbach ES	40.37%	33.03%	2402.3	2401.2
Vista Square	34.62%	35.00%	2389.9	2403.2

COMPARISON OF SPRING 2026 CAASPP (GRADE 4) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	26.0%	22.76%	2413.9	2420.6
Harborside	39.48%	28.05%	2425.3	2435.2
HGCS	25.00%	18.75%	2405.3	2427.8
Lauderbach ES	35.51%	23.15%	2427.7	2422.0
Vista Square	36.11%	12.33%	2426.8	2410.1

COMPARISON OF SPRING 2026 CAASPP (GRADE 5) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	29.50%	15.79%	2446.5	2448
Harborside	31.88%	17.65%	2450.4	2431.7
HGCS	26.08%	12.50%	2433.6	2421.7
Lauderbach ES	38.79%	20.80%	2470.9	2443
Vista Square	40.79%	19.74%	2456.1	2430.6

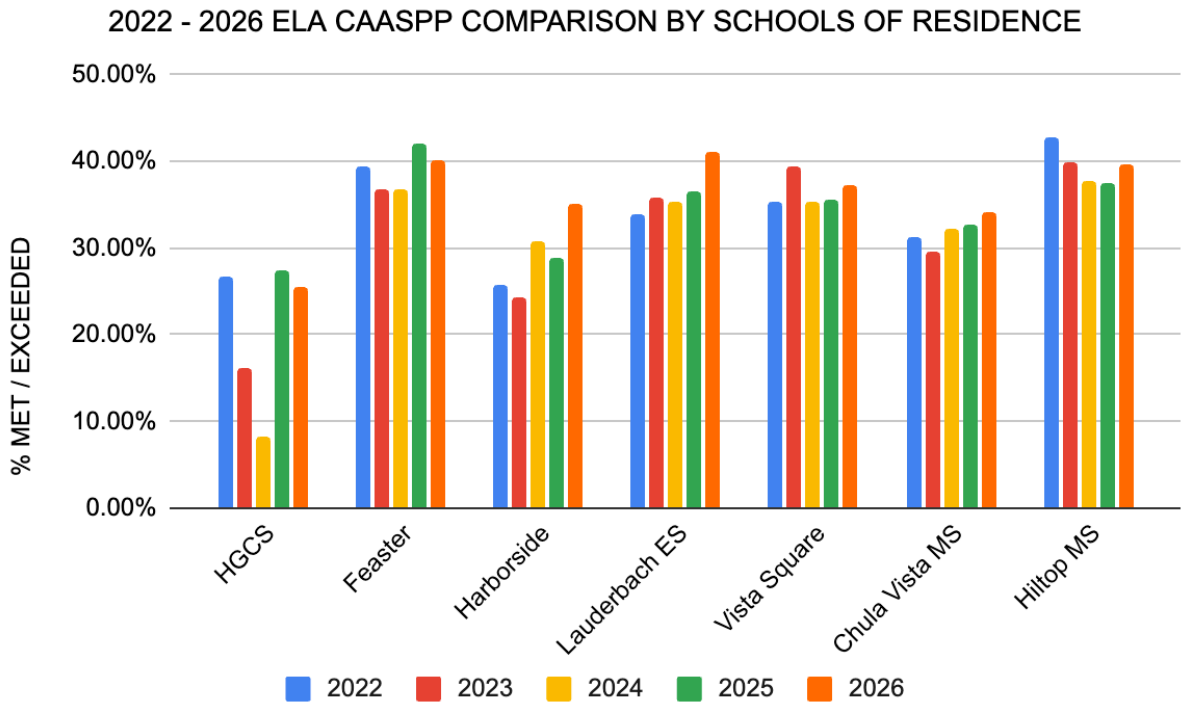
COMPARISON OF SPRING 2026 CAASPP (GRADE 6) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Feaster	37.60%	23.94%	2501.4	2483.0
Harborside	50.69%	29.16%	2512.9	2477.7
HGCS	38.46%	22.22%	2478.7	2475.5
Lauderbach ES	50.50%	29.12%	2522.6	2485.4
Vista Square	37.50%	23.62%	2498.8	2471.1

COMPARISON OF SPRING 2026 CAASPP (GRADE 7) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Chula Vista MS	36.05%	31.47%	2510.1	2504.2
Feaster	65.34%	43.56%	2577.5	2543.3
Hilltop Middle	41.26%	25.18%	2522	2491.0
HGCS	36.00%	22.22%	2511.2	2474.3

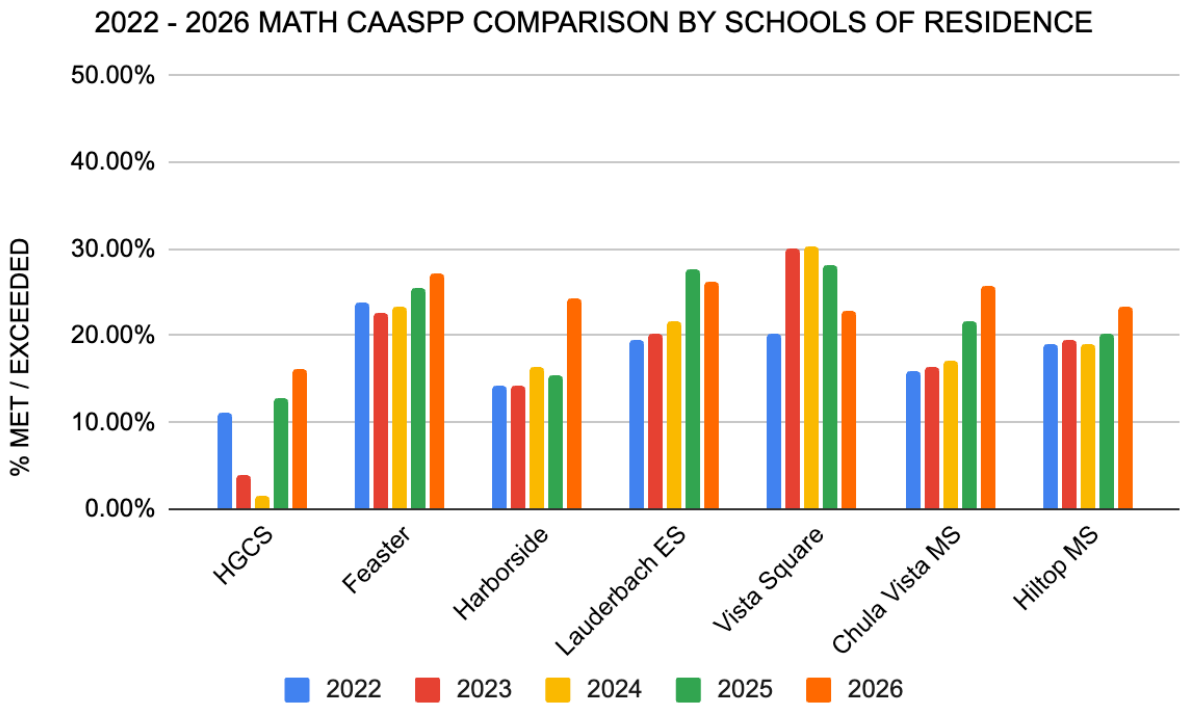
COMPARISON OF SPRING 2026 CAASPP (GRADE 8) RESULT				
	% MET / EXCEEDED		SCALED SCORE	
SCHOOL	ELA	MATH	ELA	MATH
Chula Vista MS	32.52%	20.00%	2512.8	2501.0
Feaster	57.42%	34.65%	2586.4	2540.0
Hilltop Middle	37.72%	21.67%	2528.0	2500.9
HGCS	20.00%	0.00%	2479.1	2420.1

HGCS COMPARISON w/SCHOOLS OF RESIDENCE: 2022-2026

The following bar graphs compare HGCS's annual CAASPP performance from 2022 through 2026 with the schools of residence our students would otherwise attend. In 2026, HGCS's ELA performance decreased slightly from 2025 (27.35% to 25.42%), while Mathematics performance improved from 12.82% to 16.15%. HGCS exceeded Harborside in ELA in 2022, 2025, and 2026, and exceeded Harborside in Mathematics in 2022, 2025, and 2026. Mathematics results also showed notable improvement from the 2024 low of 1.50%, reflecting continued progress in student achievement.



	HGCS	Feaster	Harborside	Lauderbach ES	Vista Square	Chula Vista MS	Hiltop MS
2022	26.66%	39.48%	25.79%	33.87%	35.46%	31.21%	42.89%
2023	16.13%	36.85%	24.25%	35.93%	39.35%	29.65%	39.90%
2024	8.21%	36.73%	30.86%	35.34%	35.45%	32.20%	37.65%
2025	27.35%	42.01%	28.82%	36.57%	35.53%	32.69%	37.53%
2026	25.42%	40.23%	35.21%	41.06%	37.25%	34.26%	39.56%



	HGCS	Feaster	Harborside	Lauderbach ES	Vista Square	Chula Vista MS	Hiltop MS
2022	11.11%	23.95%	14.15%	19.44%	20.25%	15.87%	19.13%
2023	3.90%	22.60%	14.15%	20.16%	30.01%	16.42%	19.40%
2024	1.50%	23.44%	16.42%	21.64%	30.29%	17.21%	18.96%
2025	12.82%	25.50%	15.34%	27.66%	28.08%	21.79%	20.29%
2026	16.15%	27.19%	24.41%	26.34%	22.92%	25.74%	23.43%

Overall, HGCS continues to face academic challenges compared with most schools of residence; however, the 2026 Mathematics results demonstrate continued growth, and HGCS outperformed select comparison schools in both subjects. HGCS will continue using CAASPP data to identify instructional priorities, address achievement gaps, strengthen instructional practices, and improve student outcomes through targeted academic interventions and ongoing progress monitoring.

In accordance with Education Code Section 47607.2(b)(3)(A), Howard Gardner Community School (HGCS) provides the following charts illustrating student achievement using i-Ready Diagnostic Assessment results from Fall 2024 through Spring 2026. Results are disaggregated by grade level and student group, including English Learners (EL) and Students with Disabilities (SWD), to demonstrate academic growth and identify areas for continued instructional improvement.

2024 - 2025 iReady Diagnostic Results: READING									
	FALL 2024			SPRING 2025					
Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% Students with Improved Placement	EL % Students with Improved Placement	SWD % Students with Improved Placement
Grade K	0%	0%	0%	46%	36%	100%	46%	36%	100%
Grade 1	0%	0%	0%	20%	0%	0%	81%	82%	67%
Grade 2	0%	0%	0%	0%	0%	0%	56%	67%	0%
Grade 3	14%	13%	0%	21%	25%	0%	31%	33%	33%
Grade 4	0%	0%	0%	5%	0%	0%	45%	33%	100%
Grade 5	0%	0%	0%	20%	20%	100%	56%	70%	100%
Grade 6	12%	8%	0%	18%	8%	0%	79%	83%	75%
Grade 7	0%	0%	0%	0%	0%	0%	44%	40%	20%
Grade 8	6%	7%	0%	25%	28%	0%	65%	60%	67%

2024 - 2025 iReady Diagnostic Results: MATH									
	FALL 2024			SPRING 2025					
Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% Students with Improved Placement	EL % Students with Improved Placement	SWD % Students with Improved Placement
Grade K	0%	0%	0%	34%	30%	0%	31%	27%	0%
Grade 1	0%	0%	0%	20%	10%	25%	63%	55%	75%
Grade 2	0%	0%	0%	14%	22%	0%	56%	67%	50%
Grade 3	0%	0%	0%	7%	0%	0%	41%	40%	33%
Grade 4	0%	0%	0%	15%	9%	0%	73%	67%	80%
Grade 5	0%	0%	0%	19%	30%	0%	63%	70%	100%
Grade 6	6%	0%	0%	24%	8%	25%	53%	50%	25%
Grade 7	0%	0%	0%	0%	0%	0%	39%	37%	40%
Grade 8	0%	0%	0%	6%	7%	0%	59%	60%	33%

2025 - 2026 iReady Diagnostic Results: READING									
	FALL 2025			SPRING 2026					
Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% Students with Improved Placement	EL % Students with Improved Placement	SWD % Students with Improved Placement
Grade K	0%	0%	*	88%	75%	*	80%	67%	*
Grade 1	0%	0%	0%	36%	40%	100%	69%	64%	100%
Grade 2	0%	0%	0%	19%	9%	0%	50%	45%	25%
Grade 3	0%	0%	0%	6%	0%	0%	39%	45%	0%
Grade 4	7%	0%	0%	26%	30%	0%	53%	50%	67%
Grade 5	9%	0%	0%	19%	8%	0%	50%	50%	40%
Grade 6	6%	0%	0%	30%	28%	0%	44%	50%	100%
Grade 7	16%	10%	0%	27%	21%	0%	59%	58%	25%
Grade 8	8%	10%	0%	12%	10%	0%	48%	52%	0%

2025 - 2026 iReady Diagnostic Results: MATH									
	FALL 2025			SPRING 2026					
Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% MET or Exceeded Grade Level	EL % MET or Exceeded Grade Level	SWD % MET or Exceeded Grade Level	% Students with Improved Placement	EL % Students with Improved Placement	SWD % Students with Improved Placement
Grade K	0%	0%	*	50%	50%	*	40%	33%	*
Grade 1	0%	0%	0%	45%	50%	0%	62%	64%	0%
Grade 2	0%	0%	0%	44%	45%	25%	81%	82%	75%
Grade 3	0%	0%	0%	30%	36%	50%	67%	55%	100%
Grade 4	7%	10%	0%	20%	10%	0%	53%	50%	33%
Grade 5	9%	0%	0%	19%	0%	0%	63%	57%	80%
Grade 6	12%	14%	0%	41%	28%	100%	94%	93%	100%
Grade 7	12%	11%	0%	16%	16%	0%	27%	32%	0%
Grade 8	0%	0%	0%	0%	0%	0%	44%	52%	0%

The Fall 2025 to Spring 2026 i-Ready Diagnostic results demonstrate measurable academic growth in both Reading and Mathematics across multiple grade levels. In Reading, the percentage of students meeting or exceeding grade-level standards increased in several grades, including Kindergarten (0% to 88%), Grade 4 (7% to 26%), and Grade 7 (16% to 27%). In Mathematics, growth was also evident, particularly in Grade 6, where the percentage of students meeting or exceeding grade-level standards increased from 12% to 41%. Additionally, the percentage of students demonstrating improved placement reflects growth across multiple grade levels, including English Learners and Students with Disabilities.

HGCS's CAASPP results demonstrate a notable recovery in ELA and Mathematics performance in 2025 following declines in 2023 and 2024. In 2026, schoolwide Mathematics performance continued to improve, while ELA performance remained relatively stable. Additionally, i-Ready Diagnostic results from Fall 2024 through Spring 2026 demonstrate growth in student placement across multiple grade levels and student groups, including English Learners (EL) and Students with Disabilities (SWD). These results provide evidence of academic progress while identifying areas requiring continued instructional support.

HGCS will continue using assessment data to guide instructional priorities, address achievement gaps, and strengthen student outcomes through targeted interventions and ongoing progress monitoring.

The evidence presented demonstrates areas of measurable academic growth and ongoing improvement efforts in support of HGCS's charter renewal. HGCS respectfully requests renewal of its charter for a five-year term.

HGCS STUDENT DATA: ENGLISH LEARNERS

ENGLISH LANGUAGE LEARNERS		
	TOTAL #	TOTAL %
2021 -2022	96	48.0%
2022 - 2023	133	55.60%
2023 - 2024	98	54.40%
2024 -2025	103	57.90%
2025 -2026	104	52.30%

RECLASSIFICATION RATE		
	TOTAL #	TOTAL %
2021 -2022	1	1.04%
2022 - 2023	19	14.20%
2023 - 2024	4	4.00%
2024 -2025	4	4.00%
2025-2026	9	8.65%

The above chart provides the total number of English Learners for the past 5 years. The chart also provides the annual reclassification rates for English Learners. The number of English Learners has remained consistent. From 2021-22 to 2025-26 the reclassification rate for English Learners increased from 1.04% to 8.65%. This shows demonstrable progress in percentages of English Learners becoming proficient enough in English to be reclassified.

Beginning in September 2026, Assembly Bill 2555 changed California's reclassification requirements, establishing an Overall Performance Level 4 on the Summative ELPAC, or Level 3 on the Summative Alternate ELPAC, as the sole criterion for reclassification. Under this change,

HGCS anticipates an increase in student reclassifications as eligible students are identified using the updated criteria. HGCS will continue monitoring English Learner progress and providing targeted language development support to promote English proficiency and academic success.

Source: www.caschooldashboard.org

STUDENTS WITH DISABILITIES

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

STUDENTS WITH DISABILITIES		
	TOTAL #	TOTAL %
2021 -2022	35	17.50%
2022 - 2023	37	15.50%
2023 - 2024	32	17.80%
2024 -2025	29	16.30%
2025 -2026	42	21.1%

Howard Gardner Community School provides an inclusive educational model for Students with Disabilities in the least restrictive environment through the offer of a Free Appropriate Public Education ("FAPE"). A multitude of services are offered at Howard Gardner such as: Specialized Academic Instruction, Individual Counseling, Parent Counseling, Counseling and Guidance, Occupational Therapy, Speech and Language, Visual Services, Adaptive Physical Education, and Behavior Intervention Services. Special education teachers and general education teachers often collaborate to discuss student progress and present levels of performance. Accommodations, modifications, and strategies are shared with one another to ensure our students with special needs are provided with appropriate tools to be successful in the general education classroom.

Education Specialists and Paraprofessionals push into classrooms to assist students with special needs in accessing the general education curriculum. Pull-out services are offered for closer instruction based on student needs. This time is specific but not limited to: Individualized Education Program ("IEP") goal work, foundational skill practice, data tracking, assessment practice, and small group instruction. Pre-teaching and re-teaching opportunities exist within support services as well. Students with special needs are more involved in creating their IEP goals and collecting data on their progress which has made a positive impact on our student's motivation to reach their goals. They are also more involved in tracking data on their scores across various assessments, such as the Smarter Balanced Assessment Consortium ("SBAC"), i-Ready Diagnostics, SD Quick, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words ("SIPPS"), CORE, Lexia LETRS, Reading Difficulties Risk Screener ("RDRS") Screener, or the Developmental Reading Assessment ("DRA"). Student data tracking also takes place in regard to foundational skills such as knowledge of sight words and multiplication facts. This new approach has assisted with accountability for all stakeholders, including students, to ensure there

is growth. Intervention programs are in place to assist in focusing on foundational skills, fluency, comprehension, and more.

AVERAGE DAILY ATTENDANCE

Through restorative outreach, rapid family support, and responsive school schedules, HGCS is continually advancing student engagement to close the gap and secure our target attendance rate of 93%.

Attendance Rates	
	TOTAL %
2021-22	88.20%
2022-23	89.70%
2023-24	90.60%
2024-25	90.30%
2025-26	91.60%

CHRONIC ABSENTEEISM RATES

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

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

The following chart provides the chronic absenteeism rate for HGCS for the 2024-25 and 2025-26 school years; schoolwide and by all numerically significant student groups. Source: https://dq.cde.ca.gov

HOWARD GARDNER COMMUNITY SCHOOL ABSENTEEISM						
	2024 - 2025			2025 - 2026		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	199	75	37.70%	215	96	44.70%
HISPANIC	193	72	37.30%	206	94	45.60%
EL	110	47	42.70%	119	62	52.10%
HOMELESS	37	29	78.40%	33	30	90.90%
SOC ECON DISADV	174	69	39.70%	174	85	48.90%
SWD	43	19	44.20%	50	19	38.00%

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

CHRONIC ABSENTEEISM: COMPARISON DATA						
	2024 - 2025			2025 - 2026		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
HGCS	199	75	37.70%	215	96	44.70%
SAN DIEGO COUNTY OFFICE	8,815	1,162	13.20%	13,217	1,719	13.00%
SAN DIEGO COUNTY	490,683	85,662	17.50%	484,965	75,013	15.50%
STATEWIDE	5,903,507	1,143,668	19.40%	5,804,995	1,063,306	18.30%

Our staff has implemented the following strategies recommended by Attendance Works that includes: Source: www.attendanceworks.org

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

These strategies are embedded in our MTSS. HGCS has identified three levels of support:

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

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

SUSPENSION RATE INDICATOR

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

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

HGCS has implemented Social-emotional Learning initiatives through our MTSS that include: Collaborative Classroom curriculum which teaches students to self-regulate; and programs that

include Girls empowerment (DeTour); and Boys to Men Mentorship. HGCS has partnered with South Bay Community Services that provides families with referral services. In addition, our Wellness Coach and School Psychologist provide counseling services; and our SELPA also provides social group counseling services for students in grades K-2.

2024 -2025 SUSPENSION RATE						
	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% OF STU. W/ 1 SUSP	% OF STU. W/ MULTI SUSP
SCHOOLWIDE	217	13	9	4.1%	66.7%	33.3%
HISPANIC	210	13	9	4.3%	66.7%	33.3%
EL	118	7	5	4.2%	60.0%	40.0%
HOMELESS	43	3	3	7.0%	100.0%	0.0%
SOC ECON DISADV	190	10	8	4.2%	75.0%	25.0%
SWD	45	5	2	4.4%	0.0%	100.0%

2025 - 2026 SUSPENSION RATE						
	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% OF STU. W/ 1 SUSP	% OF STU. W/ MULTI SUSP
SCHOOLWIDE	218	8	6	2.80%	83.30%	16.70%
HISPANIC	208	8	6	2.90%	83.30%	16.70%
EL	120	5	5	4.20%	100.00%	0.00%
HOMELESS	33	3	3	9.10%	100.00%	0.00%
SOC ECON DISADV	175	3	3	1.70%	100.00%	0.00%
SWD	50	4	2	4.00%	50.00%	50.00%

The following charts reflect the 2024-25 and 2025-26 school years suspension data for HGCS, CVESD, San Diego County and the State of California. The data includes cumulative enrollment, total number of students suspended, the Unduplicated Count of Unduplicated Students Suspended, Suspension rate, the percentage of students suspended once; and the percentage of students suspended more than once. Source: https://dq.cde.ca.gov

2024 -2025 SUSPENSION RATE						
	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% OF STU. W/ 1 SUSP	% OF STU. W/ MULTI SUSP
HGCS	217	13	9	4.1%	66.7%	33.3%
SAN DIEGO COUNTY OFFICE OF ED.	9,565	179	134	1.4%	74.6%	25.4%
SAN DIEGO COUNTY	497,692	16,828	11,466	2.3%	74.2%	25.8%
STATEWIDE	5,965,383	272,698	175,084	2.9%	71.0%	29.0%

2025 - 2026 SUSPENSION RATE						
	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% OF STU. W/ 1 SUSP	% OF STU. W/ MULTI SUSP
HGCS	218	8	6	2.80%	83.30%	16.70%
SAN DIEGO COUNTY OFFICE OF ED.	14,106	319	245	1.70%	78.00%	22.00%
SAN DIEGO COUNTY	492,114	16,702	11,074	2.30%	73.60%	26.40%
STATEWIDE	5,860,974	255,399	161,212	2.80%	70.70%	29.30%

HGCS meets the legal definition for a middle-performing charter school, and the data included above shows that the Charter School merits renewal for a five-year term.

ACCOMPLISHMENTS

Executive Director Annual Report: Key Accomplishments

Instructional Excellence & Academic Growth In the 2025-2026 school year, Howard Gardner Community School reached a historic academic milestone, earning the highest i-Ready scores in the history of the school. To accelerate foundational literacy, we implemented robust Science of Reading professional development and integrated a specialized reading interventionist. Math and science instruction was deepened with the rollout of Gizmos interactive learning software and hands-on, STEM grant-funded field trips. To ensure continuous, targeted progress, we structured teacher data days to design individualized, score-based tutoring interventions, while prioritizing staff growth through teacher-led professional learning communities and attendance at the Ron Clark Academy.

Campus Culture & Multiple Intelligences Framework We successfully led a comprehensive schoolwide rebranding centered around Howard Gardner's Multiple Intelligences ("MI") philosophy. This initiative transformed instructional planning tools, campus language, learning showcases, family surveys, and school visual identity—including our campus bee and honeycomb branding. Alongside the MI integration, we launched the Honeycomb Leadership program and the Hive Hero Awards, partnering with local sponsors to celebrate student achievement and character. To sustain a positive working environment, we prioritized staff well-being through regular morale-boosting initiatives, holiday celebrations, and teacher appreciation experiences.

Whole-Child Support, Restorative Practices & Wellness In partnership with California State University San Marcos, we hired a dedicated wellness coach and partner with interns, to significantly expand restorative practices and relational interventions across our campus. Our school therapy dog, Thunder, completed ongoing weekly professional training and remains an integral part of daily campus connection and social-emotional regulation. To directly dismantle barriers to learning, our team secured stable housing for two unhoused students—raising their attendance from 10% to 100% within three months—and provided immediate emergency housing support to protect a staff member in crisis. Additionally, we founded an on-campus community Food Pantry, when the government had paused food aid. This delivered essential relief and restructured daily school schedules to better align with student focus and circadian needs.

Facilities, Operations & Enrollment Expansion Demonstrating strong community trust, our student enrollment expanded, prompting the creation and staffing of an additional Kindergarten classroom. We secured outside funding to construct and open a brand-new school library, acquired upgraded classroom furniture, resolved facility mold challenges, and established safer traffic and crossing routines for student arrival and dismissal. Furthermore, proactive facility planning began through strategic consultations with real estate professionals to evaluate properties for future school expansion.

Enrichment, Athletics & Extended Learning In direct alignment with student voice, we established a new HGCS football team and cheer squad, alongside a formal sports partnership with San Diego Wave FC. We broadened extracurricular offerings by revitalizing our girls' and boys' mentoring groups, revamping the after-school program structure for the upcoming academic year, and introducing creative, modern electives such as digital media. Uniform and event costs were reduced by budgeting for internal apparel production equipment (Cricut), which also enabled personalized community gifts. To encourage standardized assessment engagement, we instituted meaningful milestones, including a Universal Studios testing incentive.

Community Partnerships, Media & Regional Outreach Our campus community broadened its footprint through vibrant cultural programming, including on-campus Lotería nights, two Community Partner Makers Markets, family social nights, and international connections through our Japanese exchange partnership & South Korean penpals. We deepened ties with Southwestern College, local business leaders, and career week presenters, while engaging students in civic and cultural development at the Black Youth Conference and the Genius Initiative. Public relations reached regional visibility with HGCS featured on local news broadcasts twice, highlighted across multiple podcasts, and published in two magazines—including a dedicated feature story on our therapy dog, Thunder.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii)

MISSION

Howard Gardner Community School empowers all learners by fostering a vibrant environment that celebrates multiple intelligences. We ignite a passion for learning and equip students with the 21st-century skills they need to thrive.

VISION

Our school's vision is to create thriving, diverse learners; critical thinkers; an innovative learning community; and a commitment to excellence.

Educational Philosophy

At Howard Gardner Community School, we educate the whole child through a child-centered, trauma-informed, and academically ambitious environment. We set high expectations for every student while pairing rigorous instruction with systemic, multi-tiered emotional and instructional scaffolding.

We recognize that children are naturally curious, multi-talented, and capable of exceptional academic and personal growth. Our philosophy operationalizes **Howard Gardner's Theory of Multiple Intelligences ("MI")** across daily tier-one instruction, integrated electives, and community showcases. Rather than reducing the ability to narrow standardized indices, we deliberately cultivate linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic pathways.

Furthermore, we operate from an unyielding commitment to full inclusion, the social model of disability, and restorative justice. We believe the learning environment and relational safety a child experiences directly dictate their ability to access higher-order thinking. Continual monitoring via real-time diagnostics, targeted teacher data sessions, and research-based reading interventions ensures that instruction meets individual student needs and drives unprecedented academic achievement.

We ground our contemporary educational model in the synthesis of four core frameworks:

1. **Multiple Intelligences Theory** (Howard Gardner)

2. **Comprehensive Social-Emotional Learning & Caring School Community** (Collaborative Classroom / CASEL)
3. **Trauma-Informed Neurobiology & Restorative Practices** (Bruce Perry / Restorative Justice)
4. **Hierarchy of Human Needs & Wholeness** (Abraham Maslow)

Howard Gardner's Multiple Intelligences Theory
In 1983, Dr. Howard Gardner challenged the traditional view of a single, fixed general intelligence, demonstrating that human cognition operates across at least eight discrete modalities:

- **Linguistic Intelligence** ("word smart")
- **Logical-Mathematical Intelligence** ("number/reasoning smart")
- **Spatial Intelligence** ("picture smart")
- **Bodily-Kinesthetic Intelligence** ("body smart")
- **Musical Intelligence** ("music smart")
- **Interpersonal Intelligence** ("people smart")
- **Intrapersonal Intelligence** ("self smart")
- **Naturalist Intelligence** ("nature smart")

At HGCS, Multiple Intelligences is not a catchphrase; it is our operational identity. We conduct annual student intelligence inventories, utilize dedicated MI planning sheets for vertical and cross-curricular unit design, brand our campus community and leadership initiatives around our thematic honeycomb and bees, and present student understanding through multi-modal community showcases.

Social-Emotional Learning & Collaborative Classroom
Instead of viewing academic readiness solely through isolated cognitive mechanics, HGCS recognizes that academic growth and social-emotional development are deeply interconnected. Cognitive development is inherently relational; children thrive when they feel emotionally secure, valued, and actively connected to their peers and teachers.
To operationalize this, HGCS implements **Center for the Collaborative Classroom ("CCC")** programs, including the *Caring School Community* framework and Collaborative Classroom literacy approaches. Collaborative Classroom builds a school culture that merges rigorous academics with explicit social-emotional skill building. Through this evidence-based model, students develop CASEL's core competencies:

- **Self-Awareness & Self-Management:** Recognizing emotions, managing stress, demonstrating impulse control, and establishing personal learning goals.
- **Social Awareness & Interpersonal Empathy:** Appreciating diverse perspectives, practicing active listening, and understanding social and cultural norms.
- **Relationship Skills & Cooperative Dialogue:** Communicating clearly, engaging in collaborative problem-solving, resolving conflicts peacefully, and resisting negative social pressures.
- **Responsible Decision-Making:** Making constructive, ethical choices regarding academic behavior and social interactions.

Through Collaborative Classroom structures—such as daily morning class meetings, cross-age buddies, collaborative partner work, and end-of-day reflection circles—students are apprenticed into a culture of mutual respect, shared responsibility, and intellectual curiosity.

Neurosequential Learning & Restorative Practice

True learning requires bottom-up neurological readiness: regulating emotional and sensory centers before higher-order cognitive processing can occur in the cortex. Learning is inherently compromised when children navigate systemic trauma, housing instability, or chronic stress. By deploying full-time campus wellness coaches, integrating our professionally certified facility therapy dog (Thunder), enacting peer-to-peer restorative conferencing, and running daily sensory self-regulation frameworks (Zones of Regulation), we ensure every learner is emotionally grounded, relationally safe, and ready to reason.

Operationalizing Maslow's Hierarchy of Needs: How Learning Best Occurs

- **Physiological Needs:** Learning best occurs when children are nourished, rested, and physically supported. HGCS directly addresses systemic inequities by operating an on-campus community Food Pantry (which provides continuous nutrition during breaks and federal shutdowns), optimizing school daily start and finish schedules to match adolescent circadian focus, and providing full meal access under Provision 2.
- **Safety Needs:** Learning best occurs when students experience both emotional safety and physical campus security. HGCS enforces proactive anti-bullying and restorative resolution routines, updated facility street-crossing safety infrastructure, trauma-informed crisis responses, and immediate intervention for families experiencing housing displacement.
- **Belonging & Mutuality:** Learning best occurs when children and families belong to a dedicated "village." HGCS cultivates deep community ownership through monthly family forums ("Coffee with the Director"), cross-cultural family nights (Lotería, Makers Markets), student leadership cohorts (Honeycomb Leadership, Hive Hero recognitions), and community sports affiliations (e.g., San Diego Wave FC).
- **Esteem & Efficacy:** Learning best occurs when students build confidence through demonstrated competence across diverse domains. By celebrating strengths across all eight intelligences—from robotics and chess to cheer, football, digital media, and folklorico—students develop strong academic agency and self-worth.
- **Need to Know & Aesthetic Appreciation:** Learning best occurs when inquiry is phenomena-based, aesthetic, and connected to cultural heritage. Through hands-on STEM challenges, real-world simulations, vibrant visual arts installations, multi-genre music, and guest mentor masterclasses, students develop deep wisdom, curiosity, and cultural appreciation.
- **Self-Actualization:** Learning best occurs when high expectations and unwavering acceptance coexist. Every child at HGCS is held to rigorous academic standards while being provided individualized pathways to achieve their fullest creative, cognitive, and civic potential.

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

An educated person in the 21st century is a critical thinker, an agile problem solver, a compassionate collaborator, and an empowered digital citizen. In an information-saturated landscape, education is no longer about rote memorization; it is about evaluating source validity, discerning bias, synthesizing interdisciplinary concepts, and communicating with clarity across multiple mediums.

Graduates of HGCS demonstrate resilience in the face of complex obstacles, celebrate diversity with empathy, exercise technological fluency, and recognize their own cognitive strengths. They emerge not merely prepared for high school and university coursework, but equipped with the leadership ethics and cultural capital necessary to advocate for themselves and contribute meaningfully to their communities.

TARGETED STUDENT POPULATIONS AND COMMUNITY INTEREST

HGCS currently serves students in grades TK–8, including 19.9% Students with Disabilities, 57.9% English Learners, and 86% Socio-economically Disadvantaged.

Howard Gardner Community School is truly a "community" school with student demographics that reflect the vibrant, resilient working-class community of West Chula Vista. As demonstrated on the California School Dashboard and state reporting data, HGCS serves a significantly diverse and high-need student population—surpassing local district averages across key vulnerable student groups:

- **~86%** Socioeconomically Disadvantaged
- **~57.9%** English Learners
- **~20%** Students with Disabilities

In fact, the proportion of enrolled students identified as Students with Disabilities and Socioeconomically Disadvantaged at Howard Gardner exceeds all six surrounding neighborhood comparison schools of residence.

California School Dashboard Performance & Academic Recovery Despite significant systemic challenges, HGCS provides an academically rigorous, trauma-informed educational program that supports the academic, behavioral, and social-emotional needs of all students through our MTSS. 2024-25 CAASPP and 2025 Dashboard performance and state-verified metrics highlight HGCS's accelerated academic rebound and program efficacy:

- **Academic Recovery & Growth (ELA & Math):** HGCS has demonstrated substantial academic rebound on statewide assessments. In English Language Arts, 27.35% of students met or exceeded standards—marking an extraordinary **19.14% single-year increase** in proficiency. In Mathematics, student proficiency rose to 12.82%, reflecting an **11.32% surge**. This growth aligns with HGCS reaching the highest i-Ready diagnostic scores in school history.
- **English Learner Progress Indicator ("ELPI"):** Serving a substantial English Learner population (~57.9%), current Dashboard indicators show stabilization in the percentage of students making annual progress toward English proficiency on the Summative ELPAC, supported by schoolwide Guided Language Acquisition Design ("GLAD") strategies, structured literacy, and integrated/designated ELD instruction.
- **Attendance & Chronic Absenteeism:** In response to post-pandemic regional attendance challenges—where chronic absenteeism reached approximately 39% across the state's full reporting cycles—HGCS launched a comprehensive, multi-tiered Attendance Improvement Plan. By addressing basic physiological needs (including our on-site food

pantry and emergency housing stabilization), restructuring daily bell schedules, and conducting restorative root-cause home visits, our daily Average Daily Attendance has steadily climbed above 91.5% as we work toward our schoolwide target of 93%.

- **School Climate & Restorative Discipline:** To establish an uncompromising standard of campus safety, orderly classrooms, and student accountability, HGCS instituted rigorous behavioral expectations paired with precise, transparent reporting. While this decisive safety reset and accurate documentation resulted in a 4.1% increase in suspensions, it was a necessary and purposeful step to restore campus-wide order, protect instructional time, and ensure every student and staff member feels safe. Coupled with proactive safety routines, schoolwide PBIS, Collaborative Classroom restorative structures, and on-site Wellness Coaches, this structured approach has established a secure foundation for learning while maintaining a **0% middle school dropout rate**.
- **Local Dashboard Indicators:** HGCS has consistently **met all standards** on the California Dashboard Local Indicators, verifying 100% access to standards-aligned instructional materials, appropriately assigned and credentialed educators, clean and safe campus facilities, active parent/family engagement, and equal access to a broad course of study.

HGCS reflects a model of diversity that is vital to the community of West Chula Vista, in the same sense that our school thrives because of our community. Staff and families are deeply invested partners; students actively participate in local civic traditions including the Chula Vista Starlight Parade, the Martin Luther King Jr. Parade, and community Makers Markets. This continuous community involvement, paired with multi-tiered family stabilization and wellness coaching, makes HGCS an essential, high-impact haven meeting the unmet needs of children and families across South Bay.

Racial Ethnic Demographics: Percentages

Student Demographisc : Racial, Ethnic and Student Groups												
Howard Gardner Community School												
Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	English Learner (EL)	Students with Disabilities (SWD)
2025-26	199	3.5%	0.0%	0.0%	0.0%	96.0%	0.0%	0.5%	0.0%	0.0%	52.3%	21.1%
2024-25	178	2.2%	0.0%	0.0%	0.0%	97.2%	0.0%	0.6%	0.0%	0.0%	57.9%	16.3%
2023-24	180	2.2%	0.0%	0.0%	0.0%	97.8%	0.0%	0.0%	0.0%	0.0%	54.4%	17.8%
2022-23	239	2.1%	0.0%	0.4%	0.0%	97.5%	0.0%	0.0%	0.0%	0.0%	55.6%	15.5%
2021-22	200	1.5%	0.0%	0.5%	0.0%	95.5%	0.0%	1.5%	0.5%	0.5%	48.0%	17.5%*

* Data for 2021- 2022 SWD collected from https://www.caschooldashboard.org/ , unavailable from DataQuest

Student Demographisc : Racial, Ethnic and Student Groups												
Chula Vista Elementary School District												
Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	English Learner (EL)	Students with Disabilities (SWD)
2025-26	28,346	3.7%	0.1%	2.1%	8.3%	72.8%	0.2%	6.4%	6.4%	0.1%	26.4%	14.6%
2024-25	28,845	3.7%	0.1%	2.2%	8.5%	72.1%	0.3%	6.8%	6.0%	0.1%	27.2%	13.8%
2023-24	28,964	3.6%	0.1%	2.2%	8.8%	71.7%	0.3%	7.3%	5.7%	0.2%	29.2%	13.3%
2022-23	28,952	3.6%	0.2%	2.3%	8.9%	71.3%	0.3%	8.0%	5.1%	0.3%	28.4%	12.8%
2021-22	28,878	3.6%	0.2%	2.3%	9.0%	71.0%	0.3%	8.7%	4.5%	0.4%	28.5%	14.6% *

* Data for 2021- 2022 SWD collected from https://www.caschooldashboard.org/ , unavailable from DataQuest

PROJECTED STUDENT ENROLLMENT

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

PROJECTED ENROLLMENT BY GRADE LEVEL										
	TK/K	1	2	3	4	5	6	7	8	TOTAL
2027-28	35	20	22	22	22	22	26	28	28	205
2028-29	35	20	22	22	22	22	26	28	28	205
2029-30	35	20	22	22	22	22	26	28	28	205
2030-31	35	20	22	22	22	22	26	28	28	205
2031-32	35	20	22	22	22	22	26	28	28	205

INSTRUCTIONAL MINUTES

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

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

ACADEMIC CALENDAR & SCHEDULE

At Howard Gardner Community School, the academic school year starts in July and ends in June, a modified traditional school year calendar, with a total of 180 instructional days, barring emergency school closures.

Howard Gardner Community School

2026-2027 School Year Calendar

180 School Days

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July

3	Friday	Independence Day - Legal Holiday - No School
16-17, 20	Thu-Fri, Mon	Teacher/All Staff Prep Days
21	**Tuesday**	**Students Report to School**
30	**Thursday**	**Back to School Night**

End of first school month, 9 days taught + 3 teacher prep work days

August

End of second school month, 21 days taught

September

7	Monday	Labor Day - Legal Holiday - No School
14-18	Mon-Fri	Parent Teacher Conferences / Early Release Days
9/21-10/5	Mon-Fri	Fall Break

End of third school month, 13 days taught

October

1-5	Thu-Fri, Mon	Fall Break
5	Monday	Teacher Preparation Work Day - No School
6	**Tuesday**	**School Resumes - Students Report to School**

End of fourth school month, 19 days taught + 1 teacher prep work day

November

11	Wednesday	Veterans Day - Legal Holiday - No School
23-25	Mon-Wed	Thanksgiving Week Break
26	Thursday	Thanksgiving Day - Legal Holiday - No School
27	Friday	Declared Holiday

End of fifth school month, 15 days taught

December

12/21-1/11	Mon-Fri	Winter Break
24	Thursday	Declared Holiday (Christmas Eve) - No School
25	Friday	Legal Holiday (Christmas Day) - No School
30	Wednesday	In-lieu of Holiday- CA Admissions Day (Sept 9) No School
31	Thursday	Declared Holiday - No School

End of sixth school month, 14 days taught



January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January		
1	Friday	New Year's Day - Legal Holiday - No School
1-11	Thur-Mon	Winter Break (Continued)
11	Monday	Teacher Preparation Work Day - No School
12	**Tuesday**	**School Resumes - Students Report to School**
18	Monday	Dr. Martin Luther King Jr. Day - Legal Holiday - No School

End of seventh school month, 13 days taught + 1 teacher work day

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

February		
12	Friday	Lincoln Holiday (Observed) - Legal Holiday - No School
15	Monday	Washington Day - Legal Holiday - No School

End of eighth school month, 18 days taught

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March		
15-19	Mon-Fri	Student Lead Conferences / Early Release Days
3/22-4/5	Mon-Fri	Spring Break
26	Friday	Declared Holiday - No School
31	Wednesday	Cesar Chavez Day - Legal Holiday - No School

End of tenth school month, 15 days taught

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April		
1-5	Thu-Fri, Mon	Spring Break (Continued)
5	Monday	Teacher Preparation Work Day - No School
6	**Tuesday**	**School Resumes - Students Report to School**

End of tenth school month, 19 days taught + 1 PD

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May		
31	Monday	Memorial Day - Legal Holiday - No School
4-6	Tues-Thur	CAASPP State Testing / Early Release Days
11-13	Tues-Thur	CAASPP State Testing / Early Release Days

End of eleventh school month, 20 days taught

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June		
1-4	Tue-Fri	Last week of school / Early Release Days
4	Friday	Last Day of School for Students / Early Release Day
4	Friday	Last day for 187- Day Certificated Staff- Teacher Prep Afternoor
18	Friday	Juneteenth- Legal Holiday

End of twelfth school month, 4 days taught

(20 Days) Early Release Day:**Tk-8:** 8:00-12:30	(126 Days) Regular Days: **Tk-8:** 8:00-2:15
(34 Days) Minimum Day:**Tk-8:** 8:00-12:45	(6 Days) Teacher Work Day - No School
Holidays - No School	Breaks - No School

HGCS Master Schedule 2026 - 2027

Grades: TK Homeroom	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	*Power Hour - ELD Designated*
9:15 - 9:55	Instruction # 1
9:55 - 10:50	Instruction #2
10:35 - 10:50	**Recess (Support Staff Led)**
10:50- 11:10	**Lunch (Cafeteria)**
11:25 - 12:05	Instruction # 3
12:05 - 12:20	**Recess (Teacher Led)**
12:20- 12:55	Instruction #4
12:55 - 1:20	**Mindfulness/ Pretend Play and Rest Period (Teacher Prep)**
1:20 - 2:10	Closing Circle/ Read Alouds
2:10 - 2:15	**Dismissal Prep - Come to Front Office**
2:15 - 2:30	**Dismissal**

Grades: K & 1/2	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	*Power Hour - ELD Designated*
9:15 - 10:05	Instruction : Math
10:05 -10:50	**PE (M/W 1/2, T/TH K)/ Learning Lab(M/W K, T/TH 1/2)**
10:50- 11:05	**Recess (Teacher Led)**
11:10 - 11:30	**Lunch (Cafeteria)**
11:30 - 12:10	Instruction : ELA
12:10 - 12:50	Instruction: Writing
12:50 - 1:25	Instruction : Social Studies/ Science
1:25 - 1:40	**Recess (Teacher Led)**
1:40 - 2:10	Closing Circle/ Read Alouds
2:10 - 2:15	**Dismissal Prep - Come to Front Office**
2:15 - 2:30	**Dismissal**

Grades: 3 / 4 Homeroom	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	*Power Hour - ELD Designated*
9:15 -10:05	Instruction: Math
10:05 - 10:20	**Recess (Teacher Led)**
10:20 -11:10	Instruction: ELA
11:10 - 11:35	Instruction :Writing
11:35 - 11:55	**Lunch (Cafeteria)**
11:55 - 1:05	Instruction: Social Studies / Science
1:05 - 1:20	**Recess (Teacher Led)**
1:20 - 2:00	**PE (M/W 4, T/TH 3)/ Learning Lab(M/W 3, T/TH 4)**
2:00 - 2:15	**Closing Circle/ Dismissal Prep**
2:15 - 2:30	**Dismissal**

Grades: 5/6 Homeroom	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	*Power Hour - ELD Designated*
9:15 - 10:20	Instruction : Math
10:20 - 10:35	**Recess (Teacher Led)**
10:35 -11:15	Instruction : ELA
11:15 - 11:55	Instruction : Writing
11:55 - 12:15	**Lunch (Cafeteria)**
12:15 - 12:55	**PE (5 T/TH ; 6 M/W)/ Learning Lab (5 M/W ; 6 T/TH)**
12:55 -1:40	Instruction Social Studies / Science
1:40 - 1:55	**Recess (Teacher Led)**
1:55 - 2:15	**Closing Circle/ Dismissal Prep**
2:15 - 2:30	**Dismissal**

Grades: 7th Homeroom	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	**Power Hour - ELD Designated**
9:15 - 10:05	Instruction : Math
10:05 - 10:15	**Patio Recess / Nutrition (Teacher Led)**
10:15 -10:45	Instruction : Social Studies
10:45 - 11:25	Instruction : ELA
11:25 - 12:15	**PE**
12:15 - 12:35	**Lunch (Cafeteria)**
12:35 - 12:55	**Recess (Teacher Led)**
12:55 -2:00	Instruction : Science
2:00 - 2:15	**Closing Circle/ Dismissal Prep**
2:15 - 2:30	**Dismissal**

Grades: 8th Homeroom	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	**Power Hour - ELD Designated**
9:15 - 10:05	**PE**
10:05 -10:15	**Patio Recess / Nutrition (Teacher Led)**
10:15 -10:45	Instruction : Science
10:45 - 11:25	Instruction : Math
11:25- 12:15	Instruction : ELA
12:15 - 12:35	**Lunch (Cafeteria)**
12:35 - 12:55	**Recess (Teacher Led)**
12:55 - 2:00	Instruction : Social Studies
2:00 - 2:15	**Closing Circle/ Dismissal Prep**
2:15 - 2:30	**Dismissal**

HGCS Friday 2026 - 2027

Grades: TK/ K	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 10:50	Elective / Multiple Intelligence Intergration
10:50- 11:10	**Lunch (Cafeteria - Teacher Supervised)**
11:10 - 11:25	**Recess (Teacher Led)**
11:25 - 12:30	Instruction #2
12:30 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Grades: 1st & 2nd	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 11:10	Elective / Multiple Intelligence Intergration
11:10 - 11:30	**Lunch (Cafeteria - Teacher Supervised)**
11:35 - 11:50	**Recess (Teacher Led)**
11:55 - 12:30	Instruction #2
12:30 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Grades: 3rd & 4th	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 11:00	Elective / Multiple Intelligence Intergration
11:00 - 11:35	Instruction #2
11:35 - 11:55	**Lunch (Cafeteria - Teacher Supervised)**
11:55 - 12:10	**Recess (Black Top- Teacher Supervised)**
12:10 - 12:30	Instruction #3
12:30 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Grades: 5th & 6th	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	Morning Circle
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 11:00	Elective / Multiple Intelligence Intergration
11:00 - 11:55	Instruction #2
11:55 - 12:15	**Lunch (Cafeteria - Teacher Supervised)**
12:15 - 12:30	**Recess (Black Top- Teacher Supervised)**
12:30 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Grades: 7th	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	**Morning Circle**
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 11:00	Elective / Multiple Intelligence Intergration
11:00 - 11:15	**Recess (Black Top- Teacher Supervised)**
11:15 - 12:15	Instruction #2 : Math
12:15 - 12:35	**Lunch (Cafeteria - Teacher Supervised)**
12:35 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Grades: 8th	
7:40 - 7:55	**Breakfast - Outside**
8:00 - 8:15	**Morning Circle**
8:15 - 9:15	Power Hour - ELD Designated
9:15 - 10:00	Instruction #1
10:00 - 11:00	Elective / Multiple Intelligence Intergration
11:00 - 11:15	**Recess (Black Top- Teacher Supervised)**
11:15 - 12:15	Instruction #2: Learning Lab
12:15 - 12:35	**Lunch (Cafeteria - Teacher Supervised)**
12:35 - 12:45	Closing Circle
12:45 - 1:00	Dismissal

Howard Gardner Community School's instructional program is built around English Language Development ("ELD") and Special Education principles and recognizes incoming students may be several grade levels behind. As a result, all teachers have been trained in small group instruction and differentiation to meet the needs of all students in their classrooms.

An inclusion model is used for all Special Education services that include psychological services, counseling, speech and language services, occupational therapy, and other applicable services. No child is denied enrollment to our school based on special education services or placement and all students are included in the regular education environment for the majority of the day.

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

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

Curriculum and Instructional Design

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

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

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

- Visual and Performing Arts Standards
- Common Core State Standards for Technology
- Health Education Standards
- Physical Education Standards
- Career Standards (in grades seven and eight)
- Social-Emotional Learning Framework of California

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

ENGLISH LANGUAGE ARTS

English Language Arts & Foundational Literacy

- **Elementary Curriculum (TK–6):** Core instruction is delivered through **Savvas Realize**, providing systematic vertical articulation in phonics, fluency, academic vocabulary, comprehension, and grammar. This is enhanced by **Benchmark Writer's Universe** and focused writing workshop methodologies to systematically develop narrative, expository, and persuasive writing stamina.

- **Science of Reading & Foundational Intervention:** Informed by cognitive science, HGCS employs an on-site Reading Specialist and utilizes **Systematic Instruction in Phonological Awareness, Phonics, and Sight Words**. Students requiring foundational literacy acceleration are grouped dynamically by instructional need rather than age or grade, mastering phonemic awareness and decodable mechanics with rapid efficiency.
- **Middle School Literacy (7–8):** Instruction engages students in complex literary and non-fiction analysis through thematic modular units, text-dependent analysis, research synthesis, and regular **Socratic Seminars**. Socratic dialogue empowers middle schoolers to formulate supported arguments, evaluate differing perspectives, practice civil discourse, and master college-ready academic vocabulary.
- **Multiple Intelligences ELA Applications:** Language concepts are reinforced through Reader's Theatre (interpersonal), visual story maps and graphic organizers (visual-spatial), grammar chants and auditory cadence exercises (musical), kinesthetic vocabulary enactments (bodily-kinesthetic), and digital book creation on WriteBrain.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

MATHEMATICS

Core Curriculum & Comprehensive Intervention (TK–8): HGCS utilizes **i-Ready Classroom Mathematics** as both its core instructional program and primary intervention platform. Aligned to the Common Core State Standards for Mathematics, i-Ready provides a coherent, discourse-driven curriculum that develops conceptual understanding, procedural fluency, and real-world application through an explicit "Try-It, Discuss-It, Connect-It" instructional framework.

Data-Driven Diagnostics & Adaptive Intervention:

- **I-Ready Diagnostic & Actionable Analytics:** Administered across the academic year, the i-Ready Diagnostic pinpoints each student's specific mathematical strengths and learning gaps down to discrete sub-skills. This data from 25-26 directly powers teacher data days to strategically organize targeted, score-based small-group intervention and tutoring sessions that deliver immediate academic growth—culminating in the highest i-Ready math scores in school history.
- **Personalized Digital Learning Pathways:** Students engage with i-Ready's adaptive online instruction, which meets learners at their exact instructional level to systematically scaffold prerequisite skills, accelerate grade-level standard mastery, and provide dedicated practice in mathematical reasoning.

Multiple Intelligences Mathematical Strategies: Teachers bring abstract mathematics to life by activating students' varied intelligences across daily core lessons and interventions:

- Tactile manipulatives and physical measurement tools (bodily-kinesthetic)
- Visual models, geometric sketches, and coordinate planes (visual-spatial)
- Rhythmic skip-counting, cadence chants, and percussion (musical)
- Collaborative Math Talks and peer problem-solving protocols (interpersonal)

- Independent reflection, mathematical journaling, and self-paced data tracking (intrapersonal)
- Applied commerce and financial literacy simulations via Junior Achievement and Banzai (logical-mathematical/linguistic)

NEXT GENERATION SCIENCE STANDARDS

The crosscutting concepts interwoven into the Next Generation Science Standards help students explore connections across the four core domains: Physical Science, Life Science, Earth & Space Science, and Engineering Design. Howard Gardner Community School has adopted these standards in full. We leverage instructional flexibility to design vibrant learning experiences that stimulate curiosity, prepare students as conscientious global citizens, and seamlessly integrate science with technology, engineering, mathematics, and the arts.

While our 5th and 8th grade classes participate in the California Science Test ("CAST"), we assess all grade levels age-appropriately to ensure students can:

- Pose significant questions that can be investigated empirically;
- Apply methods of scientific inquiry that permit direct investigation of problems;
- Construct coherent, evidence-based chains of reasoning;
- Connect empirical observations to relevant scientific theory; and
- Present findings clearly to encourage peer collaboration, scrutiny, and discourse.

Phenomena-Based Curricular Framework & Digital Simulations

At HGCS, science instruction blends interactive digital inquiry with real-world exploration:

- **Science4Us (Grades K–2):** For our primary learners, foundational science concepts are introduced through **Science4Us**, providing engaging, digitally animated, and standards-aligned modules. The curriculum builds early STEM literacy through foundational inquiry, interactive vocabulary development, and multimodal activities that prepare young scholars for advanced scientific study.
- **Gizmos Interactive Simulations (Grades 3–8):** In upper elementary and middle school, students dive into **Gizmos**, the world's leading library of interactive, research-based math and science simulations. Gizmos empowers students to manipulate variables, run virtual experiments, test hypotheses in real time, and visualize complex, abstract phenomena across earth, life, and physical sciences.

Hands-On Learning & Project-Based Inquiry ("PBI") Digital tools never replace real-world exploration; at HGCS, *everything* we do in science centers on tactile, hands-on experiences. We intentionally eliminate reliance on static, passive workbooks. Whether building 3D DNA models, launching chemical- and air-powered rockets, testing aerodynamics, engineering model wind turbines, testing water samples, or exploring biological life cycles, students learn by actively doing.

Through PBI, science investigations naturally connect to engineering, technology, mathematics, and the arts. PBI units challenge students to formulate essential questions, gather evidence, and apply the scientific method to solve authentic real-world problems—such as engineering scale structures for hurricane resistance, designing energy-efficient wind systems, or fabricating prototypes using makerspace tools. These multi-faceted inquiry units transform scientific content into purposeful investigations, building a resilient growth mindset as learners construct testable hypotheses, iterate through trials, and defend their conclusions with empirical evidence.

Multiple Intelligences - Science Our namesake philosophy, Multiple Intelligences Theory, drives daily scientific exploration across all eight modalities:

- **Bodily-Kinesthetic:** Students engage through tactile lab experiments, physical modeling of molecular structures, building engineering prototypes, and outdoor nature investigations.
- **Visual-Spatial:** Learners document data in illustrated science journals, chart diagrams, interpret digital Gizmos simulation models, and construct multi-dimensional maps.
- **Logical-Mathematical:** Students isolate experimental variables, calculate measurements, graph empirical outcomes, and solve systemic scientific puzzles.
- **Musical:** Concepts such as sound waves, cellular processes, and planetary motion are reinforced through cadence songs, rhythm-based mnemonics, and auditory patterns.
- **Naturalist:** Students observe living organisms, investigate local campus biodiversity, analyze weather patterns, and lead environmental conservation initiatives.
- **Interpersonal:** Collaborative lab teams, peer review sessions, and cooperative problem-solving groups foster scientific discourse and shared discovery.
- **Intrapersonal:** Independent lab reflections, self-paced Gizmos explorations, and personalized goal-setting encourage students to evaluate their own scientific reasoning.
- **Linguistic:** Students synthesize investigations through technical writing, scientific claims-evidence-reasoning ("CER") writing frameworks, and oral presentations during schoolwide showcases.

HISTORY & SOCIAL SCIENCE

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

Curricular Foundation & Primary Sources: Core instruction is anchored in **Studies Weekly**, an engaging, standards-aligned periodical curriculum that brings California History-Social Science standards to life through primary source analysis, historical inquiry, and dynamic articles. Using inquiry-based backwards planning alongside Studies Weekly, students evaluate historical narratives, contrast eyewitness perspectives, and analyze cause-and-effect relationships across civilizations and eras.

Sensory Realia & Project Showcases: Instruction emphasizes tactile historical artifacts and authentic simulations. Each spring, students synthesize their learning through our schoolwide history showcase, embodying pivotal historical figures in first-person living wax museums, delivering researched historical monologues, or debating pivotal constitutional moments.

Multicultural Celebrations: We honor our community's diverse heritage through rich campus presentations, including Aztec and Ballet Folklorico performances, African and Cuban percussionists, Black Youth Conference delegations, Asian American/Pacific Islander heritage festivities, and traditional Lotería community events.

Multiple Intelligences - Social Science and History

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

VISUAL AND PERFORMING ARTS

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

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

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

At HGCS, we offer classes in visual arts, pottery, poetry, acting, monologue study, art and music appreciation, concert performance, song, and more. In addition, we participate in festivals across San Diego to give our students the platform they deserve.

TECHNOLOGY

Proper use of technology is a vital component of CAASPP, and strong technological skills are important in almost any job market. Undeniably, proficiency in the CCS for Technology are of paramount importance for 21st Century students, and relevant to all students' futures as global citizens.

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

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

PHYSICAL EDUCATION & HEALTH

We have done our due diligence at HGCS and employed our own dedicated physical education assistant to assist with dynamic PE classes. Our team delivers cognitive content and standards-aligned instruction designed to develop essential motor skills, knowledge, and lifelong habits for physical fitness. We go one step further by seamlessly integrating personal and social skill development into daily physical activity. Consequently, the Physical Education Standards are reinforced through complementary Personal and Social Development Skills standards, cultivating teamwork, sportsmanship, and resilience while allowing students to experience the full benefits of dance, sports, games, and cooperative movement.
In addition to physical activity, HGCS prioritizes comprehensive, age-appropriate wellness education. In our middle school grades (6th–8th), we partner with SDCOE to implement **Project ALERT**, an evidence-based drug and alcohol abuse prevention curriculum that equips adolescents with the insight and refusal skills necessary to make informed, healthy decisions. Furthermore, to provide essential health education aligned with state standards, we partner with Planned Parenthood to deliver foundational, research-based health and wellness lessons, ensuring our students receive accurate guidance, develop personal agency, and practice responsible decision-making.

COLLEGE & CAREER READINESS

While state career standards formally target middle school, at Howard Gardner Community School we cultivate college and career readiness starting in TK and Kindergarten. Banners throughout our halls showcase the undergraduate and graduate alma maters of our faculty, administration, and staff, sparking early conversations about postsecondary goals, personal

strengths, and lifelong learning. Because our school is anchored in the Theory of Multiple Intelligences, our educators model diverse life pathways—bringing professional and academic backgrounds in fields such as the arts, sciences, public service, entrepreneurship, and athletics into classroom learning and elective design.

To ensure our students are prepared for high school and modern career landscapes, HGCS utilizes dynamic platforms and experiential programming to guide self-discovery and career exploration:

- **Self-Discovery & Career Exploration with Time for Kids:** Students engage with **Time for Kids**, an innovative multi-dimensional platform designed to help learners assess their unique strengths, personal interests, and learning styles. Through Time for Kids, students connect their individual passions and Multiple Intelligences directly to real-world career fields, developing literacy and academic skills while building clear, meaningful visions for their futures.
- **Annual College & Career Week:** Each year, HGCS hosts a dedicated College & Career Week featuring industry professionals, vocational leaders, and higher education representatives. These community providers lead interactive workshops, introduce students to emerging industries, and share diverse educational trajectories, expanding students' horizons beyond traditional career paths.
- **College Expos & Regional Opportunity Field Trips:** We actively transport students off campus to attend regional college fairs, youth leadership conferences, and career expos. These hands-on excursions provide first-generation college-bound youth with direct access to universities, training programs, and career possibilities they might not otherwise encounter.
- **Makerspace Design Electives:** During daily elective rotations, students access our dedicated campus makerspace to engage in hands-on design, prototyping, and fabrication. Utilizing digital fabrication technology, tools, and materials, students develop 21st-century problem-solving, engineering, and entrepreneurial skills by bringing their creative ideas to life.
- **Future-Focused Extended Learning:** Our after-school programming is intentionally structured to teach tangible, forward-looking skills—including collaboration workshops, financial literacy, technology, and team dynamics—ensuring students build both the hard and soft skills required for future academic and professional success.
- **Journalism & Photography Newspaper Club with Southwestern College:** In partnership with **Southwestern College**, HGCS launched a campus Newspaper Club that introduces students to the fundamentals of journalism, media literacy, digital photography, and photojournalism. This hands-on program takes students directly out into the local community to report on civic events, interview community members, capture local stories, and cover school activities—providing practical, pre-collegiate media training and developing strong, authentic student voices.

UNIVERSAL DESIGN FOR LEARNING ("UDL")

HGCS teachers and staff apply the principles of UDL towards implementing student-centered pedagogical practices in the classroom. UDL is a way of teaching and learning that focuses on

ensuring that all students have access to instructional material, are able to engage with it, and demonstrate their understanding of it.

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

SOCIAL EMOTIONAL LEARNING

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

SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. At HGCS, we align our practices with the Collaborative for Academic, Social, and Emotional Learning ("CASEL"), an evidence-based framework structured around five core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These competencies empower students to navigate complex emotions, set personal milestones, build cooperative teamwork, and resolve peer conflicts constructively.

To bring these competencies to life across all grade levels, staff utilize a comprehensive, multimodal toolkit of research-based curricula and restorative frameworks:

- **The Zones of Regulation**
- **Social Thinking**
- **The 7 Habits of Highly Effective Teens** (Covey)
- **Theory of Multiple Intelligences** (Gardner)
- **Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management** (Smith, Fisher, & Frey)

The Zones of Regulation At HGCS, for Tier 1 universal support, we implement *The Zones of Regulation*, a cognitive-behavioral framework designed to foster emotional self-regulation, impulse control, and sensory awareness. The curriculum categorizes feelings and physiological states of alertness into four concrete, color-coded zones:

- **Blue Zone:** Low states of alertness (e.g., sad, tired, sick, bored).
- **Green Zone:** Regulated, optimal learning state (e.g., calm, happy, focused, ready to learn).

- **Yellow Zone:** Heightened alertness with cognitive control (e.g., frustrated, excited, nervous, anxious).
- **Red Zone:** Extremely heightened alertness with loss of control (e.g., anger, explosive behavior, panic).

By addressing underlying deficits in sensory regulation and executive functioning, the framework equips students with concrete coping mechanisms (breathing exercises, sensory tools, movement breaks) to navigate between zones independently. Teaching self-regulation systematically has drastically minimized classroom disruptions, reduced bullying, and created an emotionally safe learning environment.

Social Thinking Complementing emotional regulation, the *Social Thinking* methodology supports students in developing social cognition and interpersonal awareness. Students learn to recognize the unwritten social expectations of various classroom and community environments, evaluate how their words and actions affect the thoughts and feelings of those around them, and practice flexible, perspective-taking skills essential for peer collaboration.

The 7 Habits of Highly Effective Teens In our upper-elementary and middle school grades, students engage with Sean Covey's *The 7 Habits of Highly Effective Teens*. This leadership framework guides students to take personal ownership of their actions, transition from dependence to self-mastery, and develop collaborative maturity. Through habits such as "Be Proactive," "Begin with the End in Mind," and "Seek First to Understand, Then to Be Understood," students internalize integrity, goal setting, time prioritization, and interpersonal empathy.

Multiple Intelligences & Self-Efficacy Anchored in Dr. Howard Gardner's namesake model, HGCS recognizes that a student's social-emotional flourishing is directly tied to their cognitive self-worth. We intentionally cultivate both **Intrapersonal Intelligence** ("self smart"—understanding one's own emotions, values, strengths, and goals) and **Interpersonal Intelligence** ("people smart"—empathy, active listening, non-verbal communication, and collaborative leadership). By celebrating distinct intelligences across the campus (visual, musical, kinesthetic, logical, and naturalistic), students build genuine self-concept, recognize that their peers learn differently, and develop an inclusive community culture that honors cognitive diversity.

Better Than Carrots or Sticks: Restorative Culture

Moving entirely away from traditional punitive discipline, HGCS structures its classroom culture around the principles of *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* (Smith, Fisher, & Frey). Rather than relying on extrinsic rewards ("carrots") or exclusionary punishments ("sticks"), our educators establish an intentional restorative framework focused on relationships, belonging, and student agency. Staff implement proactive circles, explicit behavioral co-construction, affective language, and restorative repair conferences when harm occurs. This approach ensures that behavior management is viewed as a teaching opportunity—holding students accountable to high community standards while maintaining their dignity, repairing relationships, and preserving instructional time.

Positive Behavior Interventions and Supports & Restorative Integration:

HGCS implements a schoolwide Positive Behavior Interventions and Supports ("PBIS") framework, blending proactive behavioral expectations with restorative accountability. By clearly defining, explicitly teaching, and consistently recognizing positive behaviors across all campus settings, our staff establishes an environment where students feel secure, respected, and motivated. In alignment with our Multiple Intelligences identity, our **Honeycomb Leadership** model and **Hive Hero Awards** celebrate academic determination, empathy, teamwork, and restorative problem-solving. Positive reinforcement is paired with restorative repair conferences and on-site wellness coaching, ensuring that behavior management remains an instructive, community-centered process rather than an exclusionary one.

Shared Leadership & Governance Collaboration

To ensure shared decision-making, transparent data analysis, and strong programmatic alignment, HGCS established both an active **Leadership Team** and a dedicated **Parent Advisory Committee ("PAC")**.

- **School Leadership Team:** Composed of administrators, lead educators, and support staff, the Leadership Team convenes regularly to evaluate real-time assessment analytics, monitor student progress across MTSS tiers, and design responsive instructional interventions.
- **Parent Advisory Committee & Governance:** The PAC brings together certificated staff, classified employees, and parent representatives. Meeting several times each semester, this collaborative body reviews student achievement metrics, evaluates school enrollment trends, monitors schoolwide goals, and provides essential stakeholder input on the development and review of the Local Control and Accountability Plan ("LCAP").

Family and Community Partnerships HGCS actively partners with families to build a transparent, welcoming, and culturally responsive bridge between home and school. We provide frequent, structured avenues for communication, stakeholder consultation, and community celebration:

- **Bilingual Principal's Chats:** To ensure accessibility for all families, monthly "Principal's Chats" are offered in both English and Spanish, with hybrid attendance options accessible simultaneously in person and via Zoom. These forums provide regular opportunities to review campus initiatives, address parent questions, and share updates on academic and social-emotional programming.
- **Semesterly Community Meetings:** Held twice a year in a bilingual format—both on campus and streamed virtually over Zoom—these comprehensive gatherings invite families, neighbors, and local partners to discuss schoolwide performance data, charter goals, and upcoming campus developments.
- **Monthly Family & Cultural Events:** HGCS hosts monthly campus events that celebrate our vibrant community culture and foster meaningful family engagement. These include Lotería nights, Community Partner Makers Markets, seasonal showcases, literacy and STEAM nights, and all-school spirit assemblies.

- **Community-Based Alliances:** HGCS deepens whole-child student support through strategic community partnerships, including collaboration with South Bay Community Services for family referral resources, mentoring programs with Boys to Men and youth leadership initiatives, and academic partnerships with institutions such as Southwestern College and California State University ("CSU") San Marcos.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

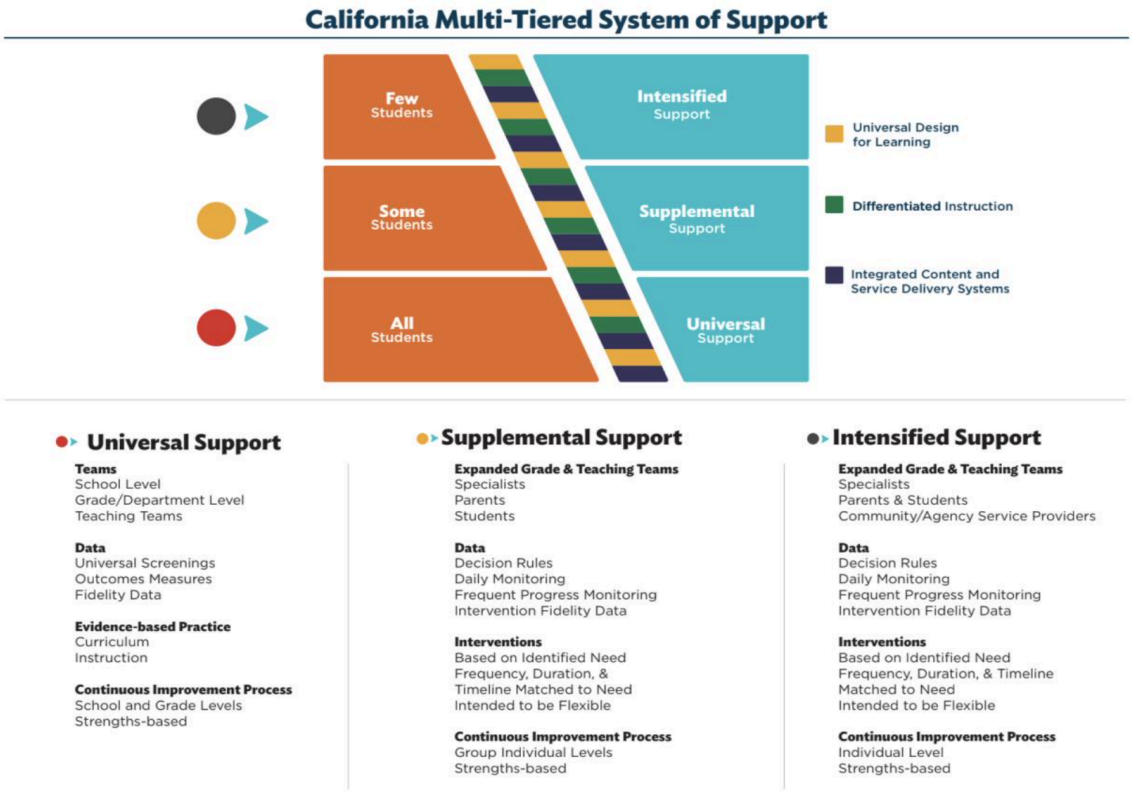
Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Multi-Tiered System of Supports Framework

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

"The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child." HGCS draws upon a variety of school and community "resources to address each and every student's academic, behavioral and social-emotional learning through a continuum of support that is universally designed and differentiated to meet the needs of the whole child." HGCS follows the core pillars of the CA MTSS Framework which include "inclusive academic instruction supported by California's State Standards and Frameworks; Response to Instruction and Intervention ("RtI^2"); Restorative Practices; and Inclusive Social Emotional Learning guided by the California SEL principles" (Guide to Understanding California's MTSS).

HGCS follows the "All, Some, Few" continuum of support that emphasizes universal supports for all students and understands that some students may need additional support at times and a few students may need more intensified support at times in order to achieve success. A key component of HGCS's MTSS is the implementation of evidence-based student supports while monitoring and documenting student progress. Evidence-based practices include integrated educational support, family and community engagement, strong leadership, and inclusive policies and practices. The MTSS Framework includes PBIS, SEL, and RtI^2.



Plan for Students Who Are Academically Low-Achieving

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

Universal Screening

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

- Developmental Reading Assessment
- i-Ready

- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Curriculum assessments
- RDRS Screeners
- CORE Phonics Survey

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

Student Success Team

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

Response to Instruction and Intervention

RtI^2 is a component within MTSS. Howard Gardner Community School uses Response to Instruction and Intervention as a multi-level prevention system designed to identify and support students who may be at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity based on student's responsiveness. RtI^2 also provides information for the Student Success Team to identify students who may require an assessment plan. This approach is based on multiple levels of identification and prevention designed to maximize student achievement and reduce behavior problems.

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

and a management plan will be implemented. Social skills will be integrated in the regular curriculum. Teachers will have individual classroom behavior management procedures and routines will be established as well as behavior expectations of students. Attendance and being on-time to class will be emphasized.

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

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

Plan for Students Who Are Academically High-Achieving

Howard Gardner Community School ensures that all students at HGCS have access to and engage in a rigorous, standards-based educational program. At HGCS, high-achieving students are identified by state (CAASPP) or local assessments. HGCS's research-driven educational staff ensures our plans and abilities to provide precision to teaching for the benefit of both low-achieving and high-achieving students. We understand some students are more able learners and require accelerated or enriched curriculum to engage and support them in achieving their academic potential. Students who are performing at or above grade level may receive enrichment and support throughout the instructional day. These supports may include differentiated materials and instruction, small group instruction, and programs that challenge students at their level.

Plan for English Learners

Legal Assurances

HGCS meets all applicable legal requirements for English Learners, including long-term English Learners and students at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content

instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. HGCS implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

HGCS administers the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessments for California

All students who indicate that their home language is other than English will be assessed with the English Language Proficiency Assessments for California within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. All English Learners will take the ELPAC Summative Assessment annually thereafter between February 1st and May 31st until redesignated as fluent English Proficient ("RFEP").

In accordance with current CDE guidelines and Title 5 of the California Code of Regulations, HGCS ensures that all English Learners with disabilities participate in state language proficiency assessments. The IEP or Section 504 team determines the appropriate participation pathway in one of the following ways:

- **The general ELPAC** without universal tools, designated supports, or accommodations.
- **The general ELPAC** utilizes designated supports and/or accommodations specified in the student's active IEP or Section 504 Plan, consistent with the state accessibility matrix.
- **The Alternate ELPAC** (aligned to the state ELD standards via alternate achievement standards), if the IEP team determines the student has significant cognitive disabilities and cannot access the general ELPAC even with universal tools, designated supports, or accommodations.

The Initial ELPAC results are used to identify English Learners who need to develop their skills in listening, speaking, reading, and writing in English. This information, in addition with local assessments, assists HGCS when making instructional decisions for new English Learners. The Initial ELPAC results are also used to identify students who are Initial Fluent English Proficient ("IFEP") and are able to participate in the regular academic program. The Initial ELPAC window is July 1 through June 30. HGCS administers the Initial ELPAC locally and produces the official score in accordance with the directions of the test administrator. HGCS notifies the parents or guardian, in writing, of the results of the Initial ELPAC within 30 calendar days after the student's school enrollment date (or, if administered prior to the student's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment). Parents or guardians of English learners with an IEP will also be notified as to how the placement in an English language instructional support program will help their child meet the objectives of the IEP.

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

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

Reclassification Procedures

Howard Gardner Community School (HGCS) shall reclassify English Learner (EL) students as Reclassified Fluent English Proficient (RFEP) in accordance with California Education Code Sections 313 and 313.4, as amended by Assembly Bill 2555 (AB 2555). Effective September 27, 2026, English language proficiency, as demonstrated through the state-approved Summative English Language Proficiency Assessments for California (ELPAC) or Summative Alternate ELPAC, is the criterion for reclassification.

An EL student shall be reclassified as English proficient when the student meets the applicable state-approved performance threshold on the designated assessment, as follows:

- **Summative ELPAC:** Overall Performance Level (PL) 4.
- **Summative Alternate ELPAC:** Overall Performance Level (PL) 3.

Students who meet the applicable threshold shall be reclassified as soon as possible, consistent with applicable state requirements. Students who meet the threshold on the 2025–2026 Summative ELPAC or Summative Alternate ELPAC but were not reclassified during the 2025–2026 school year shall be reclassified no later than January 31, 2027, in accordance with AB 2555. The reclassification date shall follow the applicable statutory requirements.

Reclassification eligibility shall not be contingent upon teacher recommendations, parent or guardian approval, grades, local academic assessments, or comparisons of basic skills performance. These factors shall not be used to deny or delay reclassification when a student meets the applicable state-approved English language proficiency threshold. HGCS shall maintain appropriate documentation of the assessment results and reclassification status in the student's educational records and applicable state reporting systems.

Students with disabilities, including students with significant cognitive disabilities who participate in the alternate assessment, shall be provided equitable opportunities for reclassification. Students who participate in the Summative Alternate ELPAC shall be evaluated using the applicable state-approved performance threshold. HGCS shall provide appropriate assessment accommodations and supports in accordance with applicable state and federal requirements.

Monitoring of Reclassified Fluent English Proficient Students

HGCS shall monitor students reclassified as Fluent English Proficient (RFEP) to support their continued academic achievement, English language development, and access to grade-level curriculum. Monitoring shall be conducted in accordance with applicable state requirements and school procedures. Teachers and relevant instructional staff shall review available evidence of

student progress, which may include academic performance, classroom assessments, report card grades, standardized assessment results, and other indicators of educational progress.

When monitoring identifies that a reclassified student is experiencing academic difficulties, HGCS shall develop and implement appropriate instructional support. Support may include targeted intervention, differentiated instruction, tutoring, academic language development, and collaboration among general education teachers, specialists, and other relevant staff. Parents or guardians shall be informed of concerns and involved in discussions regarding appropriate supports, consistent with applicable requirements.

HGCS shall maintain documentation of monitoring activities, identified concerns, and interventions provided in accordance with applicable student recordkeeping and reporting requirements. Monitoring and instructional support shall promote continued academic success and equitable access to educational opportunities for all reclassified students.

Long-Term English Learners

Long-term English learners (LTELs) are students who have remained classified as English learners for an extended period and have not yet met the applicable state-approved criteria for reclassification. HGCS recognizes that students may develop conversational English while continuing to need support with academic vocabulary, complex texts, disciplinary language, and rigorous coursework.

HGCS shall provide instructional opportunities that strengthen academic English proficiency while supporting access to grade-level content. Instruction may include explicit academic vocabulary development, language objectives across content areas, differentiated instruction, scaffolding, and targeted English language development. Teachers shall use assessment information and ongoing progress monitoring to identify student needs and adjust instruction accordingly.

HGCS shall communicate with parents or guardians regarding students' English language development, academic progress, and available instructional supports. Parents or guardians of LTELs and students identified as being at risk of becoming LTELs shall receive information regarding their child's progress and opportunities for support, consistent with applicable state requirements. HGCS shall continue to review student progress and provide appropriate interventions to support English proficiency and academic achievement.

Instructional Strategies for English Learners

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

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

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

Howard Gardner Community School anchors its English Learner program in asset-based, contemporary research and the core tenets of the **California English Learner Roadmap**:

1. **High Expectations & Asset-Oriented Rigor:** All English Learners are capable of achieving high academic standards when provided with cognitively demanding tasks and robust language scaffolding (CDE, 2021). Rather than simplifying content, HGCS supports a rigorous, grade-level curriculum characterized by complex thinking, multi-modal expression, and structured instructional dialogue (Zwiers, 2021).
2. **Scaffolded Interaction & Apprenticed Learning:** Language development is an interactive apprenticeship in which emergent bilinguals develop disciplinary proficiency through intentional teacher modeling and structured peer collaboration (Baker et al., 2021). Grounded in cooperative structures such as Collaborative Classroom and GLAD strategies, structured academic discourse ensures students actively process grade-level concepts within supportive partner and small-group configurations (Bunch, 2022).
3. **Purposeful, Meaningful Social Interaction:** Language is acquired most effectively through dynamic, authentic social communication that connects to students' lived experiences (García & Kleifgen, 2021). Meaningful interaction occurs across structured PBI lessons, Socratic seminars, and cooperative investigations where students negotiate meaning, pose questions, and articulate findings with purpose (Zwiers, 2021).
4. **Comprehensive, Explicit English Language Development:** Multilingual learners require a dual approach combining both **Integrated ELD** across all content areas and protected **Designated ELD** (CDE, 2021). Designated ELD provides explicit, direct instruction in linguistic structures, academic vocabulary, discourse practices, and syntax to accelerate language acquisition and build foundational literacy in alignment with the Science of Reading (August, 2022).
5. **Culturally & Linguistically Sustaining Practices:** Valuing and sustaining a student's cultural, ethnic, and home-language background is an indispensable foundation for second-language acquisition (Paris & Alim, 2021). Leveraging a student's full linguistic repertoire through strategic translanguaging and cross-linguistic connections validates identity, deepens comprehension, and accelerates English proficiency (García & Kleifgen, 2021).

Contemporary research synthesized by the National Academies of Sciences, Engineering, and Medicine (2021) and the California Department of Education's English Learner Roadmap (2021) clearly outlines how Multilingual and English Learners learn best:

1. **High-Quality Universal Design:** Evidence-based pedagogical practices that accelerate language and literacy development for English Learners serve as foundational best practices that benefit all learners.
2. **Well Qualified Educators:** All HGCS instructional faculty hold an appropriate California Commission on Teacher Credentialing ("CTC") authorization—including English Learner Authorization ("EL Authorization") and/or Bilingual Authorization (also called "BCLAD")—ensuring specialized expertise in bilingual acquisition and culturally sustaining pedagogy.
3. **Continuous Professional Development:** HGCS provides ongoing, job-embedded professional development focused on explicit instructional scaffolds, the California English Language Development Standards, SDAIE, Project GLAD strategies, and data analysis derived from the ELPAC and i-Ready diagnostics.
4. **Targeted Multi-Tiered Support:** English Learners receive structured, asset-oriented language support through daily **Integrated ELD** across all content disciplines and protected **Designated ELD** blocks during the instructional day, complemented by targeted after-school literacy programs.

"All students benefit from learning environments characterized by clear instructional objectives, cognitively challenging and meaningful contexts, appropriately paced instruction, active student engagement, opportunities to practice and apply newly acquired concepts, timely formative feedback, and frequent opportunities to interact with peers in structured, low-anxiety academic conversations." (Baker et al., 2021, p. 145)

Targeted Scaffolding & Instructional Techniques for English Learners

English Learners navigate the dual demand of mastering rigorous grade-level academic content while simultaneously developing proficiency in the target language of instruction. HGCS bridges this gap by systematically integrating research-validated instructional strategies:

- **Early Oral Academic Language Development:** Developing rich expressive oral language, complex sentence patterns, and disciplinary vocabulary from the earliest primary grades, laying the foundation for Science of Reading foundational decoding and comprehension.
- **Multimodal Vocabulary Acquisition:** Enhancing vocabulary acquisition through visual representations, realia, physical role-playing (Total Physical Response), and strategic use of the primary language for conceptual clarification.
- **Preview-Review & Cross-Linguistic Scaffolding:** Activating prior knowledge and previewing key conceptual frameworks in the home language when appropriate before introducing complex English texts, followed by reflective synthesis.
- **Reciprocal Teaching & Discursive Literacy:** Teaching explicit comprehension strategies—questioning, clarifying, summarizing, and predicting—to foster metacognition and active text engagement within collaborative reading partnerships.

- **Cross-Linguistic Connections & Cognate Awareness:** Systematically highlighting morphological similarities between English and students' primary languages (such as Spanish-English cognates), empowering students to transfer linguistic capital across languages.

PLAN FOR STUDENTS WITH DISABILITIES

The Universal Design for Learning Model

Traditional educational systems have historically placed the burden of adaptation on the learner, defining disability as an individual limitation when a student cannot access rigid curricular materials. HGCS operates under the UDL framework, which recognizes that the learning environment itself creates disability when instruction lacks flexibility. By designing curricula from the ground up with multiple means of engagement, representation, and action/expression, we eliminate barriers before they impede learning. Disability is not treated as a personal deficit, but as a call to design adaptable, barrier-free instructional spaces that support all learners from the start.

Overview

HGCS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

HGCS is its own local educational agency ("LEA") for purposes of special education, and is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). HGCS consulted the SELPA when it applied for membership.

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

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

Section 504 of the Rehabilitation Act

HGCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of HGCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Administration designee, and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable

about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student's evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by HGCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

HGCS provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

HGCS provides services for special education students enrolled in HGCS. HGCS follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

All children will have access to HGCS and no student shall be denied admission nor counseled out of HGCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

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

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

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

The timeline for assessments will be followed wherein parents will be sent an assessment plan for their approval within 15 days of referral. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism deaf-blind, deafness, emotional disturbance, hard of hearing, mental

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

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

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

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

For students entering HGCS with an IEP that are currently receiving special education services, we will follow a 30-day interim plan to decide, as a site team, whether the IEP that is written is appropriate for the child and will either accept the IEP as written, or we will assess the child and re-write the IEP in order to fit the child's needs at our site. The Charter School shall, as required by law and subject to local preferences, notify district of residence and the County in writing when a special education student enrolls, becomes eligible, ineligible and/or leaves the Charter School.

HGCS affirms: that it understands that it: is fiscally responsible for fair share of any encroachment on general funds; retains responsibility for any legal fees relating to the application and assurances process; is located within SELPA's geographical boundaries; and that all instruction will be in a safe environment.

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Howard Gardner Community School has established measurable pupil outcomes, annual goals, and specific actions aligned across the State Priorities outlined in Education Code Section 52060(d). These metrics reflect HGCS's Local Control and Accountability Plan and schoolwide Multi-Tiered System of Supports.

The Charter School will comply with all elements of the Local Control and Accountability Plan, including the adoption of any templates required by the State Board of Education. The Charter School shall present a report on the annual update to the LCAP and the Local Control Funding Formula budget overview for parents of each year as part of a nonconsent item at a regularly scheduled Board meeting.

STATE PRIORITY #1: BASIC SERVICES & CONDITIONS OF LEARNING				
The degree to which teachers are appropriately assigned and fully credentialed, every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair. (EC § 52060(d)(1))				
Subpriority	***Annual Goal to Achieve***	***Specific Actions to Achieve Goal***	***Measurable Outcome & Trajectory***	***Methods of Measurement***
Subpriority A: Credentialing & Assignments	*100% of teachers holding certificated instructional assignments will hold the Commission on Teacher Credentialing (CTC) certificate, permit, or authorization required for their assignment.*	*Screen, verify, and monitor CTC credentials, local assignment options, and appropriate English Learner authorizations annually.*	*Maintain 100% fully credentialed and appropriately assigned instructional staff annually (Baseline: 90% in 2024–25; Target: 100%).*	*SARC Report, CALPADS annual credential audit, and local personnel records.*
Subpriority B: Instructional Materials	*100% of pupils, including all unduplicated students and students with disabilities, will have full access to standards-aligned materials across all core subjects.*	*Purchase and maintain state-adopted, standards-aligned curriculum (SAVVAS for ELA, iReady for Math, Benchmark ELD, Science4Us/Gizmos, Studies Weekly).*	*Maintain 100% pupil access to standards-aligned textbooks and digital curriculum annually (Baseline: 100%).*	*Annual Board Resolution of Sufficiency of Instructional Materials; SARC Report.*
Subpriority C: Facilities in Good Repair	*School facilities will be maintained in a clean, safe, and secure operational condition conducive to learning.*	*Daily custodial sanitation routines, safety walk-throughs under Assistant Director oversight, routine preventative maintenance, and timely facility work orders.*	*Achieve and maintain a rating of "Good" or "Exemplary" (Overall FIT score 90%–100%) on the annual Facility Inspection Tool (Baseline: 88.59%; Target: 100%).*	*Annual CDE Facility Inspection Tool (FIT) Report; SARC Report.*

STATE PRIORITY #2: IMPLEMENTATION OF STATE ACADEMIC STANDARDS				
Implementation of state academic standards adopted by the State Board of Education, including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) standards. (EC § 52060(d)(2))				
Subpriority	***Annual Goal to Achieve***	***Specific Actions to Achieve Goal***	***Measurable Outcome & Trajectory***	***Methods of Measurement***
Subpriority A: Common Core & Content Standards	*100% of instructional staff will participate in job-embedded professional development to implement CA State Standards with fidelity.*	*Deliver bi-weekly professional development and data-driven PLC cycles focused on Multiple Intelligences, Science of Reading, and backwards planning maps.*	*100% of teachers attend designated professional development and demonstrate standards-aligned classroom instructional delivery (Baseline: 100%).*	*PD Attendance Rosters, Classroom Observation walkthrough rubrics, and Grade-level Planning Maps.*
Subpriority B: EL Standards Alignment & Access	*Accelerate academic language proficiency and core content access for English Learners through integrated and designated ELD.*	*Implement Benchmark EL curriculum during daily designated ELD; SDAIE scaffolding across all content areas.*	*Increase the percentage of English Learners demonstrating academic growth on CAASPP and internal diagnostics by +5% annually.*	*CAASPP ELA/Math subgroup growth, iReady diagnostic progress reports.*
Subpriority C: Application of Multiple Intelligences	*Deepen teacher implementation of Multiple Intelligences (MI) to differentiate standards access across all modalities.*	*Provide targeted instructional coaching cycles, lesson design workshops, and observational feedback on MI integration.*	*Increase the percentage of teachers self-reporting and demonstrating deep classroom application of MI from 60% to 100% (Baseline: 60%; Year 2: 70%; Target: 100%).*	*Annual Staff Pre/Post MI Surveys, Coaching Logs, and Walkthrough Protocols.*

STATE PRIORITY #3: PARENTAL INVOLVEMENT & FAMILY ENGAGEMENT				
Efforts to seek parent input in decision-making and promote parental participation in educational and governance programs. (EC § 52060(d)(3))				
Subpriority	***Annual Goal to Achieve***	***Specific Actions to Achieve Goal***	***Measurable Outcome & Trajectory***	***Methods of Measurement***
Subpriority A: Parent Engagement in Decision-Making	*Maintain active parent and stakeholder representation on site governance committees.*	*Convene Parent Advisory Committee (PAC), and ELAC meetings several times each semester to review school data and shape the LCAP.*	*Hold at least 4 formal governance meetings annually with quorums including parents of unduplicated pupils and SWD.*	*SSC/PAC/ELAC Agendas, Minutes, and Bilingual Sign-in Rosters.*
Subpriority B: Family School Participation	*Promote broad family attendance at academic, cultural, and schoolwide community events.*	*Host monthly bilingual Principal's Chats (in-person and via Zoom), semesterly community forums, student showcases, and cultural celebrations.*	*Maintain at least 85%–90% of families attending at least one school activity or meeting per semester (Baseline: 25%; Year 1: 85%; Target: 90%).*	*Event sign-ins, Zoom participant logs, and ParentSquare engagement metrics.*
Subpriority C: Parent Satisfaction & Communication	*Ensure two-way bilingual communication regarding student academic, behavioral, and emotional progress.*	*Provide ongoing bilingual notifications, parent-teacher conferences, and annual school climate surveys.*	*Achieve 90% positive parent satisfaction on annual climate surveys regarding communication and caring staff (Baseline: 73% progress communication, 68% caring adults; Target: 90%).*	*Annual Parent Climate Survey; Local Indicators Report.*

STATE PRIORITY #4: PUPIL ACHIEVEMENT				
Pupil achievement as measured by CAASPP statewide assessments, CAST science assessments, ELPAC progress, and reclassification rates. (EC § 52060(d)(4))				
Subpriority	**Annual Goal to Achieve**	**Specific Actions to Achieve Goal**	**Measurable Outcome & Trajectory**	**Methods of Measurement**
Subpriority A: CAASPP ELA Performance	Accelerate student proficiency and reduce Distance from Standard (DFS) on statewide ELA assessments.	Daily "Power Hour" targeted literacy interventions, reading interventionist support, and structured writing across content disciplines.	Maintain an annual improvement of +5 to +10 DFS points schoolwide and for all significant subgroups (Baseline: -63.8 DFS; EL: -88.5 DFS; SWD: -59.4 DFS).	CAASPP ELA DFS scores and Proficiency Percentages via CA School Dashboard.
Subpriority B: CAASPP Math Performance	Accelerate mathematical reasoning and computation skills toward standards mastery.	Dedicate 3 days/week to math intervention during "Power Hour," integrate hands-on manipulatives, and implement targeted after-school math tutoring.	Maintain an annual improvement of 5 to 10 DFS points schoolwide and for all significant subgroups (Baseline: -104 DFS; EL: -128.8 DFS; SWD: -129.1 DFS).	CAASPP Math DFS scores via CA School Dashboard.
Subpriority C: California Science Test (CAST)	Increase student proficiency in Next Generation Science Standards (NGSS).	Incorporate inquiry-based, hands-on science experiments, Science4Us/Gizmos, and makerspace engineering modules.	Achieve 25% proficiency schoolwide on CAST (Baseline: 12.5% schoolwide; 18% in 5th grade; 6% in 8th grade; Target: 25% or +5%–10% annually).	California Science Test (CAST) results for 5th and 8th grade.
Subpriority D: English Learner Progress (ELPI)	Accelerate English language proficiency development for all emergent bilinguals.	Dedicated daily Designated ELD, targeted Long-Term English Learner (LTEL) courses, and language scaffolds embedded in Integrated ELD.	Achieve 58% of English Learners making annual progress toward English proficiency as measured by the ELPAC (Baseline: 43.6%).	California School Dashboard English Learner Progress Indicator (ELPI).
Subpriority E: EL Reclassification Rate	Increase the percentage of English Learners eligible for and attaining reclassification (RFEP).	Ongoing progress monitoring using iReady and ELPAC, explicit academic vocabulary instruction, and designated reading intervention.	Achieve an annual reclassification rate of 5% annual growth (Baseline: 4.5% in 2024–25; Year 2: 8.65%; Target: 20%).	CALPADS Reclassification Reports; Local EL Master Plan Audits.
Subpriority F: Long-Term English Learners (LTEL)	Prevent students from entering LTEL status and accelerate reclassification of existing LTELs.	Implement SDCOE-aligned LTEL framework, academic scaffolding, and specialized support courses.	Decrease the total number of students remaining in LTEL status by at least 5 students annually (Baseline: 12 students in 2024–25).	CALPADS / DataQuest LTEL annual census.

STATE PRIORITY #5: PUPIL ENGAGEMENT				
School attendance rates, chronic absenteeism rates, and middle school dropout rates. (EC § 52060(d)(5))				
Subpriority	**Annual Goal to Achieve**	**Specific Actions to Achieve Goal**	**Measurable Outcome & Trajectory**	**Methods of Measurement**
Subpriority A: Average Daily Attendance (ADA)	Maintain a high level of daily school attendance across all grade levels.	Daily bilingual attendance calls, automated notifications via ParentSquare, monthly classroom attendance competitions, and whole-school incentives.	Achieve and maintain an overall Average Daily Attendance (ADA) rate of 93% (Baseline: 90.50%; Target: 93%).	Monthly/Annual P-2 and Annual CALPADS Attendance Submissions.
Subpriority B: Chronic Absenteeism	Systematically reduce chronic absenteeism through multi-tiered family outreach and barrier removal.	Dedicated attendance liaison outreach, transportation mileage support, basic needs provisions (food bank, washer/dryer access), and SST conferences.	Decrease chronic absenteeism by 5% annually, targeting an overall rate (Baseline: 37.0% in 2024–25; Target: 22%).	California School Dashboard Chronic Absenteeism Indicator.
Subpriority C: Middle School Dropout Rate	Ensure 100% of middle school students remain enrolled and successfully transition to high school.	Advisory classes, peer mentoring, wellness counseling, and 8th-grade transition planning.	Maintain a middle school dropout rate of 0.0% and 8th-grade retention/promotion 100%	CALPADS Fall 1 submissions; SARC Report.

STATE PRIORITY #6: SCHOOL CLIMATE				
Pupil suspension rates, pupil expulsion rates, and surveys of pupils, parents, and teachers on safety and school connectedness. (EC § 52060(d)(6))				
Subpriority	**Annual Goal to Achieve**	**Specific Actions to Achieve Goal**	**Measurable Outcome & Trajectory**	**Methods of Measurement**
Subpriority A: Pupil Suspension Rates	Minimize exclusionary discipline and maximize instructional seated time.	Implement PBIS Honeycomb leadership model, The Zones of Regulation, MooZoom SEL, and Better Than Carrots or Sticks restorative conferences.	Maintain a schoolwide suspension rate of <3% (Baseline: 4.1% in 2024–25; Target: <3.0%).	California School Dashboard Suspension Rate Indicator; CALPADS.
Subpriority B: Pupil Expulsion Rates	Maintain safe campus operations without resorting to expulsion.	Multi-tiered behavioral support, crisis de-escalation, individual safety plans, and on-site community counseling partnerships.	Maintain a 0.0% expulsion rate throughout the charter term (Baseline: 0.0%).	CALPADS End-of-Year reporting; SARC Report.
Subpriority C: Sense of Safety & Connectedness	Cultivate a nurturing, inclusive campus climate where every student feels safe, seen, and valued.	Daily morning SEL check-ins, campus therapy dog integration, Honeycomb Honor Society, and middle school peer-to-peer mentoring.	Achieve 90% favorable student responses on annual climate surveys across safety, adult connection, and school belonging.	Annual Local Student Climate Survey / California Healthy Kids Survey (CHKS).

STATE PRIORITY #7: COURSE ACCESS				
The extent to which pupils have access to, and are enrolled in, a broad course of study. (EC § 52060(d)(7))				
Subpriority	**Annual Goal to Achieve**	**Specific Actions to Achieve Goal**	**Measurable Outcome & Trajectory**	**Methods of Measurement**
Broad Course of Study (Grades TK–8)	100% of enrolled students, including unduplicated pupils and students with disabilities, will have equitable access to a rich, broad course of study.	Master scheduling ensuring daily access to ELA, ELD, Math, Social Studies, NGSS Science, Physical Education, Health, and rotating arts/makerspace electives.	Maintain 100% student access and enrollment in all mandated subject areas and enrichment electives annually (Baseline: 100%).	Master Class Schedules, SIS Course Enrollment Records, and Dashboard Local Indicator.

STATE PRIORITY #8: OTHER PUPIL OUTCOMES (LOCAL ASSESSMENTS)				
Pupil outcomes in subject areas including English, Mathematics, Visual/Performing Arts, and Physical Education. (EC § 52060(d)(8))				
Subpriority	**Annual Goal to Achieve**	**Specific Actions to Achieve Goal**	**Measurable Outcome & Trajectory**	**Methods of Measurement**
Subpriority A: Internal Reading Outcomes (iReady)	Increase the percentage of students achieving grade-level proficiency and annual typical growth in Reading.	Universal screening 3x/year, targeted small-group guided reading during Power Hour, and differentiated phonics/comprehension instruction.	Increase students performing at/above grade level on iReady Reading to 30% (Baseline: 16% in 2024–25; Year 2: 24%; Target: 30% or +5% annually).	iReady Reading Diagnostic Assessment (Fall, Winter, Spring).
Subpriority B: Internal Math Outcomes (iReady)	Increase the percentage of students achieving grade-level proficiency and annual typical growth in Mathematics.	Universal screening 3x/year, standards-based math rotations, foundational skill mini-lessons, and ST Math integration.	Increase students performing at/above grade level on iReady Math to 20%-40%(Baseline: 15% in 2024–25; Year 2: 35%; Target: 40%).	iReady Mathematics Diagnostic Assessment (Fall, Winter, Spring).
Subpriority C: Visual & Performing Arts (VAPA)	Foster creative expression, spatial/musical intelligence, and performance mastery across all grades.	Provide integrated arts instruction, dedicated weekly SEL Art classes (TK–6), vocal/instrumental music, and dance choreography units.	100% of students participate in standards-aligned VAPA instruction and at least 2 schoolwide arts/cultural showcases annually.	Master Schedule, Performance Programs, and Student Portfolios.
Subpriority D: Physical Fitness Testing (PFT)	Develop lifelong healthy habits, motor competence, and physical endurance.	Weekly structured physical education classes, dynamic movement breaks, and annual fitness testing preparation.	Students in grades 5 and 7 will meet or exceed Healthy Fitness Zone (HFZ) standards at rates comparable to county averages.	California Physical Fitness Test (PFT/FitnessGram).

HGCS MULTI-YEAR ACADEMIC TRAJECTORY (2025–26 THROUGH 2030–31)						
The following chart outlines HGCS's projected academic targets over the renewal term, utilizing actual LCAP baseline metrics and targeting consistent growth toward state standards:						
Measurable Metric / Indicator	**LCAP Baseline (2024–25 / 2025–26) PDF**	**Year 1 (2026–27) PDF**	**Year 2 (2027–28)**	**Year 3 (2028–29)**	**Year 4 (2029–30)**	**Year 5 (2030–31)**
CAASPP ELA: Schoolwide DFS	-63.8DFS	-53.8 DFS	-43.8 DFS	-33.8 DFS	-23.8 DFS	-13.8 DFS
CAASPP ELA: English Learners DFS	-88.5 DFS	-78.5 DFS	-68.5 DFS	-58.5 DFS	-48.5 DFS	-38.5 DFS
CAASPP ELA: SWD DFS	-59.4 DFS	-49.4 DFS	-39.4 DFS	-29.4 DFS	-19.4 DFS	-9.4 DFS
CAASPP Math: Schoolwide DFS	-104.0 DFS	-94.0 DFS	-84.0 DFS	-74.0 DFS	-64.0 DFS	-54.0 DFS
CAASPP Math: English Learners DFS	-128.8 DFS	-118.8 DFS	-108.8 DFS	-98.8 DFS	-88.8 DFS	-78.8 DFS
CAASPP Math: SWD DFS	-129.1 DFS	-119.1 DFS	-109.1 DFS	-99.1 DFS	-89.1 DFS	-79.1 DFS
CAST Science: Schoolwide % Proficient	12.50%	17.50%	22.50%	25.00%	28%	30%
iReady Reading: % At/Above Grade Level	24.0% (2025–26)	30.00%	35.00%	40.00%	45	50
iReady Math: % At/Above Grade Level	35.0% (2025–26)	40.00%	45.00%	50.00%	55	60
ELPAC English Learner Progress (ELPI)	43.60%	48.00%	53.00%	58.00%	63%	68%
EL Reclassification (RFEP) Rate	8.65% (2025–26)	12.00%	15.00%	20.00%	22%	25%
Average Daily Attendance (ADA)	90.50%	91.50%	92.00%	93.00%	93%	93%
Chronic Absenteeism Rate	37.00%	32.00%	27.00%	22.00%	22%	20%
Suspension Rate	4.10%	≤ 3.5%	≤ 3.0%	≤ 2.5%	≤ 1.5%	≤ 1.5%
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

STUDENT INFORMATION SYSTEM

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

MANDATED STATE ASSESSMENTS

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

School-wide and student group progress is objectively measured by state-mandated annual assessments within the California Assessment of Student Performance and Progress administered to our students in grades 3-8, in ELA and Math, CAASPP California Alternate Assessment ("CAA") in grades 3-8 (where applicable), California Science Test CAST in grades 5 and 8, Physical Fitness Test in grades 5 and 7, and the ELPAC for English Learners.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

Our goal is to ensure that every student meets or exceeds grade level standards in all subjects as detailed in the LCFF Tables in Element 2. The classroom teacher uses student achievement data to assess and monitor student progress, identify appropriate interventions, and provide small group instruction, additional differentiation and scaffolding. Assessment data is used to develop annual measurable outcomes, development of our school's LCAP, further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, modifications to the master schedule and measure program efficacy. The

Executive Director, teachers and staff are held accountable by the Board of Directors to ensure all students meet annual growth targets and school-wide measurable outcomes.

As outlined in the Charter School's assessment schedule chart below, students are assessed using various modalities throughout the academic year. Teachers implement formative assessments, including but not limited to entrance and exit slips, think-pair-share activities, classroom polls and surveys, projects, and quizzes. Additionally, students participate in writing assessments, formative assessments, summative assessments, and benchmark assessments across all disciplines. The i-Ready Diagnostic assessments are administered three times per year during the fall, winter, and spring assessment windows. These computer-adaptive assessments measure students' academic achievement and growth, provide information about individual learning needs, and help identify instructional next steps. Teachers use i-Ready Diagnostic results to monitor student progress, identify areas of strength and need, differentiate instruction, and plan targeted interventions to support continued academic growth.

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

HOWARD GARDNER COMMUNITY SCHOOL'S ASSESSMENT SCHEDULE			
ASSESSMENT	**GRADE(S)**	**DESCRIPTION**	**SCHEDULE**
ENGLISH LANGUAGE ARTS			
CAASPP / CAA: ELA	3 - 8	State Mandated	Annually
iReady Inform: Reading	K- 8	Benchmark	3 times/ year
FROG STREET : ELA	TK	Local Assessment	Annually
Multitudes RDRS Screener	K -2	State Mandated	Annually
CORE Phonics Assessment	K-3	Local Assessment	Varies
Formative Assessments	TK -8	Local Assessment	Varies
Summative Assessments	TK - 8	Local Assessment	Varies
MATHEMATICS			
CAASPP / CAA: MATH	3 - 8	State Mandated	Annually
iReady Inform: Math	K- 8	Benchmark	3 times/ year
FROG STREET : Math	TK	Local Assessment	Annually
Formative Assessments	TK -8	Local Assessment	Varies
Summative Assessments	TK - 8	Local Assessment	Varies
SCIENCE			
CA Science Test (CAST)	5 & 8	State Mandated	Annually
Formative Assessments	TK -8	Local Assessment	Varies
Summative Assessments	TK - 8	Local Assessment	Varies
SOCIAL SCIENCE			
Formative Assessments	TK -8	Local Assessment	Varies
Summative Assessments	TK - 8	Local Assessment	Varies
ENGLISH LANGUAGE DEVELOPMENT/ EL			
ELPAC: Initial, Summative	K- 8	State Mandated	Annually
Formative Assessments	K -8	Local Assessment	Varies
PHYSICAL EDUCATION			
Physical Fitness Test (PFT)	5 & 7	State Mandated	Annually

REPORTING OF DATA

Howard Gardner Community School develops an annual School Accountability Report Card ("SARC"), administers Report Cards, holds Parent-Teacher Conferences and holds Local Control and Accountability Plan meetings as methods to inform all stakeholders on the Charter School's performance. Parents are encouraged to participate and provide input in the Charter School's educational program. Howard Gardner Community School uses the school's accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

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

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

DATA ANALYSIS & REPORTING

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

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

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

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

GRADING & PROGRESS REPORTING

Howard Gardner Community School provides multiple methods for progress reporting for parents. For all grade levels, parents receive 2 semester report cards and 2 progress reports. During the month of January, all students participate in student-led conferences with the teacher and their parents. The report card for grades TK-8 is a State Standards aligned report card that outlines specific topics and skills that students are expected to master by the end of any particular grade

level. In all cases the report cards provide meaningful teacher comments as a valuable means of reporting progress.

All teachers schedule a mandatory parent conference during the first trimester of the school year. Additionally, teachers schedule parent conferences throughout the year based on need and which are student-led.

ELEMENT 4: GOVERNANCE

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

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

Tax-Exempt, Non-Profit Public Benefit Corporation

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

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

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

Conflict of Interest

Howard Gardner Community Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix B and has been submitted to the County Board of Supervisors for approval.

Board of Directors

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

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

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

In accordance with Education Code Section 47604(c), SDCBOE may appoint a representative to the Board of Directors. If SDCBOE chooses to do so, HGCS may appoint an additional member

to ensure that the Board is maintained with an odd number of directors. The Board roster and biographies can be found in Appendix A.

Board of Directors Meetings and Duties

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

- Hiring, evaluating and dismissing the Executive Director.
- Approving any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.
- Fundraising, promotion and implementation of HGCS's mission and vision.
- Carries the mission of the school into the community and brings the views of the community into the school.
- Approving and executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.
- Adhere to the Brown Act.
- Approving and monitoring the implementation of fiscal, legal and governmental functions of the school.

Notices, agendas, and minutes of meetings will be recorded and retained in the Howard Gardner Community Charter School files and will be posted as required by the Brown Act and other applicable law. These records will be accessible for public and District review upon request.

Board Development

HGCS's Executive Director will provide, offer or coordinate basic training for the Board on the Brown Act, conflicts of interest, and roles and responsibilities of the Board. The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect.

Executive Director/Principal

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

Staff, Parent and Community Involvement in School Governance

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

Parent Advisory Committee

HGCS will have a Parent Advisory Committee ("PAC"). The PAC is majority parents and includes parents of English Learners, Low Income and Foster Youth. The PAC will also provide input and feedback on the LCAP.

Per Education Code 64001 Charter Schools may use the LCAP to serve as the School Plan for Student Achievement ("SPSA"), provided that the LCAP meets federal school planning requirements and stakeholder requirements established in subdivision (a) of section 52062, and is adopted at a public hearing pursuant to Education Code Section 47606.5. Charter schools have never been legally required to have a School Site Council. The LCAP must be presented to a required PAC as noted above.

English Learner Advisory Committee

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

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

Howard Gardner Community Charter School will not discriminate against any applicant or employee on the basis of the characteristics enumerated in Education Code Section 220, or other bases prohibited by law.

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

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

Administration

Executive Director/Principal

Qualifications:

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

Assistant Director

Under the direct supervision of the Executive Director, the Assistant Director oversees daily campus operations, student behavioral management, school safety, human resources, and the school nutrition program, while directly supervising the front office, custodial, and nutrition personnel to maintain an orderly, compliant, and restorative school culture. Core duties include leading schoolwide behavioral frameworks and safety protocols through PBIS and restorative repair conferences, managing facility cleanliness and daily campus logistics, and directing site-level HR tasks such as employee onboarding, credential tracking, background clearances, and timekeeping. Additionally, the Assistant Director ensures compliance with the National School Lunch Program guidelines across daily meal services, evaluates classified team workflows, and monitors student attendance trends to implement proactive outreach initiatives that curb chronic absenteeism and advance the school toward its 93% attendance goal.

Qualifications:
Bachelor's degree or higher in Educational Leadership, Business/Public Administration, or a related field (preferred).
3+ years of experience in school operations, restorative discipline, student behavior management, or staff supervision
Demonstrated experience coordinating school nutrition programs, basic HR compliance, or campus facilities
Bilingual Spanish/English communication skills (preferred).

Certificated Staff

Teacher/Education Specialist

All teachers employed by HGCS shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment, in compliance with Education Code Sections 47605(l). HGCS educators are highly skilled, fully authorized professionals who demonstrate deep pedagogical expertise, align with our Multiple Intelligences instructional philosophy, and exhibit an unwavering commitment to the mission and students of HGCS as detailed throughout this petition.

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

Qualifications:

- The Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment
- Possession of an EL Authorization and/or BCLAD
- Bachelor's Degree, including all courses needed to meet credential requirements.

- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards- based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.

School Psychologist

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

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

School Counselor or Wellness Coach

Under the direction of the Executive Director, the School Counselor or Wellness Coach provides educational counseling, guidance and related services to children in grades TK-8, including screening and assessment, individual and group counseling, and work with/referral to outside agencies as appropriate. The counselor/coach will help administrators, teachers, and staff plan, implement, and monitor positive behavior supports in the school setting.
Qualifications:

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

Non-Teaching Staff

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

Site Facilitator

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

Qualifications:

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

Attendance Clerk/Registrar

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

Qualifications:

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

Registered Behavior Technician

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

Qualifications:

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

Special Education 1:1 Aide/Paraeducator/Instructional Assistant

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

Qualifications:

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

Parent Liaison/Homeless and Foster Youth Liaison

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

Qualifications:

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

Interventionist

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

Qualifications:

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

Campus Assistant

The Campus Assistant is responsible for ensuring the safety of students and staff during non-classroom activities; minimizing the frequency and/or severity of harmful incidents; and communicating observations and/or incidents that may impact the general well-being of students, school personnel, and/or visitors.

Qualifications:

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

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

HGCS's administrative support personnel, under the guidance of Administration, will review and maintain all employee records, so that they are current with fingerprinting and background clearance, tuberculosis risk assessment and examination, if necessary, and credentialing and

professional development hours. The administrative staff will also be responsible for maintaining HGCS Human Resource packets, such as:

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

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

HGCS shall maintain on file, at the school site, all official documentation certifying that its teachers hold the CTC certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l). HGCS may utilize local assignment options authorized by statute and regulations to legally assign certificated teachers, in the same manner as a governing board of a school district. All credentialing records and assignment authorizations remain maintained and readily available for periodic review and annual audit inspection by the authorizer.

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

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

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

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).

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

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

Procedures for Campus Visitors

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

Procedures for Background Checks

Employees and contractors of HGCS are required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. HGCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony or sex offense, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Principal/Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have completed a tuberculosis risk assessment and examination, if necessary.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. HGCS shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

HGCS adheres to Education Code Section 49423 regarding administration of medication in school. HGCS will also adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

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

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. HGCS shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade

students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

HGCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. HGCS shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

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

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The

meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

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

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

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

a. Child abuse or neglect reporting procedures consistent with Penal Code Section 11164.
b. Routine and emergency disaster procedures, including earthquake emergency drop procedures, emergency evacuation protocols, shelter-in-place routines, and an **Instructional Continuity Plan ("ICP")** to ensure continuous learning during emergencies pursuant to Education Code Section 32282(a)(3).

c. Policies for suspension, expulsion, and mandatory expulsion recommendations pursuant to Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
d. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
e. Discrimination, harassment, intimidation, and bullying prevention policies consistent with Education Code Section 200 et seq. and Title IX, alongside hate-crime reporting and prevention procedures.
f. Provisions of schoolwide dress codes prohibiting gang-related apparel, if applicable.
g. Procedures for safe ingress and egress of pupils, parents, and employees to and from campus.
h. Procedures for maintaining a safe and orderly environment conducive to learning, integrating PBIS and restorative practices.
i. Rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
j. Procedures for tactical responses to criminal incidents and armed assailants, ensuring all active shooter drills are trauma-informed, age-appropriate, coordinated with community mental health resources, provide prior parental notice, and strictly exclude high-intensity simulated violence in compliance with AB 1858.
k. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.
l. Protocols for addressing sudden cardiac arrest and life-threatening medical emergencies (including CPR/AED access), alongside opioid/fentanyl overdose prevention awareness pursuant to SB 10.
m. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite.
n. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director/Principal and, if there is merit to the concern, the Executive Director/Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan
The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood-borne Pathogens
HGCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board has established a written plan in the Howard Gardner Community Charter School Safety Plan to address infectious control to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment
HGCS functions as a drug-, alcohol-, and smoke-free environment.

Facility Safety
HGCS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School conducts fire drills as required under Education Code Section 32001 and natural disaster drills monthly.

Comprehensive Discrimination and Harassment Policies and Procedures
HGCS is committed to providing a safe school environment free from discrimination, harassment, intimidation, and bullying, including sexual harassment. This commitment applies to all educational activities, programs, and employment practices, prohibiting misconduct based on actual or perceived characteristics of race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, creed, marital status, pregnancy, childbirth, termination of pregnancy, or related medical conditions, reproductive health decision-making, physical or mental disability, medical condition, genetic information, military and veteran status, denial of family and medical care leave, sex, sexual orientation, gender, gender identity, or gender expression. Pursuant to the California CROWN Act (Education Code Section 212.1), protections against racial discrimination explicitly include traits historically associated with race, including hair texture and protective hairstyles. Protections also extend to any person based on their association with an individual or group possessing one or more of these actual or perceived characteristics, or any other basis protected by federal, state, or local law.
HGCS maintains comprehensive policies and grievance procedures to prevent, investigate, and promptly remediate all complaints of discrimination, harassment, or retaliation (including employee-to-employee, employee-to-student, and student-to-employee misconduct, as well as electronic acts/cyber harassment).

A copy of the nondiscrimination and sexual harassment policy shall be provided as part of orientation programs conducted for new and continuing pupils at the beginning of each term, and distributed to all certificated, administrative, and classified personnel upon hire and at the start of each academic year. Pursuant to Education Code Section 231.6, HGCS displays age-appropriate posters detailing our sexual harassment policy, reporting procedures, and student rights prominently and conspicuously in public areas frequented by pupils, including restrooms, locker rooms, and main administrative offices.

Additionally, pursuant to Education Code Section 221.61, HGCS designates a Title IX Coordinator and prominently posts on the school website:

- The name, title, office address, email address, and phone number of the designated Title IX Coordinator.
- The rights of pupils and the public, alongside school responsibilities, under Title IX.
- A description of HGCS's discrimination and sexual harassment policies and formal grievance complaint procedures.
- All training materials used to train the Title IX Coordinator, investigators, and decision-makers.

Bullying and Cyberbullying Prevention

HGCS adopts comprehensive policies and procedures for preventing and promptly addressing acts of bullying, harassment, intimidation, and cyberbullying pursuant to Education Code Sections 234.4, 32283.5, and 48900(r).

HGCS explicitly defines bullying as any severe or pervasive physical, verbal, or electronic act—including the creation of burn pages, credible impersonation, false social profiles, or cyber sexual bullying—directed toward pupils that places a reasonable student in fear of harm to person or property, creates a substantially detrimental effect on physical or mental health, interferes with academic performance, or impedes participation in school activities. School personnel who witness acts of bullying or harassment have an affirmative duty under California law to intervene immediately when safe to do so. HGCS maintains clear, accessible reporting channels, including options for confidential and anonymous reporting, with all formal complaints investigated and resolved promptly under Uniform Complaint Procedures (UCP).

Pursuant to Education Code Section 32283.5, HGCS annually makes available the CDE online bullying and cyberbullying prevention training module to all certificated schoolsite employees and all schoolsite employees who have regular interaction with pupils. In alignment with statutory updates, this training and schoolwide tier-one SEL programming explicitly include strategies for identifying, preventing, and responding to the bullying of students who are, or are perceived to be, neurodivergent. Furthermore, pursuant to Education Code Section 234.6, HGCS prominently posts its anti-bullying policies, reporting forms, complaint resolution protocols, and statewide community support resources on the school website.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

HGCS prides itself as a "community" school because of the strong two-way communication between families and our school. The partnerships our school has forged with community based organizations, has been critical to providing our students/families with much-needed resources for a highly vulnerable community. HGCS has partnered and continues to collaborate with organizations that include: Boys to Men, DeTour Girls Empowerment, Southwestern College, and South Bay Community Services to help support the social-emotional needs of our students, in alignment with our school's implementation of MTSS.

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

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

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

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

1. Attending community events such as the Day of the Child and the Chula Vista Starlight Parade.
2. Making Community Presentations in Chula Vista including Parent and Student Orientations.
3. Updating our Website on a regular basis with recruitment information.
4. Distributing printing materials to a broad variety of community groups and agencies

including the YMCA, the Boys and Girls Clubs, community churches, libraries, farmers markets and local Daycares.

5. Providing informational materials in all Media types (e-mails, advertisements, website) in both English and Spanish.
6. HGCS conducts an open enrollment period of at least 45 days.

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

ELEMENT 8: ADMISSION POLICIES & PROCEDURES

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

The HGCS admission process is designed to reach out to all families, including students with disabilities, to enable the school to have a diverse student body. All students who wish to attend HGCS will be admitted, space permitting. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined according to the place of residence of the pupil or of their parent or guardian within the state. HGCS will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Pursuant to Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

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

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

6. Release of Records[1]
7. Proof of Residency

Public Random Drawing

Intent to Enroll Forms ("Applications") are available on the HGCS website. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, HGCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

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

The Charter School and SDCOE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

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

- HGCS will collect student Intent to Enroll Forms during the open enrollment period. The Intent to Enroll data will be sorted by grade level and by whether the student will receive one of the admission preferences listed above. Within each grade level, Applications will be sorted into preference groups.

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

- The drawing shall continue until all names are drawn.

[1] In accordance with Education Code Section 47605(e)(4)(B), HGCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to HGCS before enrollment.

- Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn and according to the admission preferences described above, as applicable. In no circumstance will a waiting list carry over to the following school year.

- Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing via email from the contact information the applicant provides and shall have three (3) school days from the date of a phone call to respond. In addition, the school shall attempt on at least one separate occasion to contact the parents/guardians of promoted students by telephone. Those families not responding within the 3 school day period will forfeit their right to enroll their student in the school for that school year.

- The Charter School will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.

- The lottery will take place within 30 days of closing the open enrollment period, which will be at least 45 days long.

- The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties. If this is not possible, the lottery will be conducted over an online platform such as Zoom.

- The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.

- The ballots shall be drawn by a representative of an outside agency or organization confirming the results of the lottery.

- The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

All interested parties will know, prior to the holding of the lottery, how many openings are available in the school.

ELEMENT 9: SUSPENSION & EXPULSION POLICY AND PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

Policy

Howard Gardner Community Charter School's Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Howard Gardner Community Charter School. In creating this policy, Howard Gardner Community Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. with regard to suspension/expulsion triggering conduct. Howard Gardner Community Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations, as well as posted on our website and review with students during the 1st month of school.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

HGCS administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion at the sole discretion of the Executive Director. The Charter School does not anticipate a formal role for the chartering authority in disciplinary matters, aside from possible placement of an expelled student.

[2] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. HGCS will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. HGCS shall notify the student's school district of residence of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the school district of residence to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

No student shall be involuntarily removed by the Charter School for any reason unless the Charter School provides the parent/guardian of the student written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with HGCS's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until HGCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to HGCS's suspension and expulsion policy.

Upon parent/guardian request for a hearing, HGCS will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of HGCS's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student

does not prevent HGCS from making a similar recommendation in the future should student truancy continue or reoccur.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is

not limited to, electronic files and databases.

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to pupils in any of grades 4 to 8, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
t. Engaged in an act of bullying, including, but not limited to, bullying committed by

means of an electronic act.

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic act" means the creation or transformation originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    i. A message, text, sound, video, image, or email.
    ii. A post on a social network Internet Web site, including but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If the Hearing Officer or Administrative Panel determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

As indicated by their omission in the lists of enumerated offenses, HGCS affirms that it shall not suspend or recommend a student for expulsion for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties.

HGCS will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

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

C. Suspension Procedure

A student may be suspended by the Charter School Executive Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director (or administration designee) with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the Executive Director (or administration designee) determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified in writing of the student's right to return to school for the purpose of the conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director (or administration designee) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include:

a) the specific offense(s) committed by the student,
b) duration and dates of the suspension,
c) the date the student may return to school following the suspension, and
d) an explanation of the evidence to support the charges.

If HGCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. Parents can appeal the suspension within five days in writing to the Executive Director or Administrative designee.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the pupil

should be extended pending an expulsion hearing. In such instances when HGCS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Administrative Panel (and/or Executive Director) upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral Hearing Officer or an Administrative Panel to determine whether the student shall be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law."

"The decision to expel a student shall be made either directly by the neutral and impartial Board following a hearing before it, or by an impartial Administrative Panel designated by the Board. The Administrative Panel shall consist of at least three (3) certificated individuals who are neither a teacher of the pupil nor a member of the Board. If an Administrative Panel issues an order of expulsion, the student and their parent/guardian may appeal the expulsion decision to the HGCS Governing Board pursuant to the appeals procedures outlined herein.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to gather information to present to the Board of Directors and to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. Howard Gardner Community Charter School's Board decision is final. The hearing shall be held in confidential session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

Written notice of a disciplinary hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Charter School or the Hearing Officer or Administrative Panel. Copies of these sworn declarations,

edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, legal counsel or non-attorney advisor; and (c) elect to have the hearing closed to the public while testifying.
2. The School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness when practicable and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, complaining witnesses shall have the right to have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person including a non-attorney. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel and decision by the Board to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination

regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Howard Gardner Community Charter School Board is final.

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

I. Expulsion Decision

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

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

J. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and/or student's parent/guardian within five (5) school days of the decision. This notice shall also include the following:

1. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's school district of residence. This notice shall include the following:

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

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, HGCS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school

district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. HGCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from HGCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to HGCS for readmission.

O. Readmission or Admission of Previously Expelled Students

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

the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

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

Q. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal.

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

1. Notification of SELPA

   HGCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who HGCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of Student conduct, HGCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If HGCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If HGCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that HGCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent/guardian and HGCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If HGCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then HGCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or HGCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

5. Special Circumstances

   Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

   The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

   c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

   The student's IEP/504 Team shall determine the student's interim alternative educational setting.

7. Procedures for Students Not Yet Eligible for Special Education Services

   A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if HGCS had knowledge that the student was disabled before the behavior occurred.

HGCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b) The parent/guardian has requested an evaluation of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If HGCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(J).

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

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

The Assistant Director is responsible for ensuring that appropriate arrangements for STRS and Social Security coverage have been made.

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(K).

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

ELEMENT 12: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(L).

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

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

ELEMENT 13: DISPUTE RESOLUTION

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

Disputes Between the Charter School and the County

Howard Gardner Community Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Howard Gardner Community Charter School and the County, Charter School staff, employees and Board members of Howard Gardner Community Charter School and County representatives agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the Howard Gardner Community Charter School Executive Director or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement (although HGCS recognizes that it cannot legally bind the County to do so). However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Howard Gardner Community Charter School Administrator (Principal and Executive Director) or designee and County representative shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards (the County may designate one or more County representatives to participate in meetings) who shall jointly meet with the County representative and the Howard Gardner Community Charter School Administrator or designee and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County representative and the Howard Gardner Community Charter School Administrator or their respective designees shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The County representative and Howard Gardner Community Charter School Administrator or their respective designees shall jointly develop the format of the mediation session. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and Howard Gardner Community Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the County and Howard Gardner Community Charter School.

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

Internal Disputes

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

ELEMENT 14: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(N).

Closure of HGCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. HGCS Board of Directors will designate a School employee(s) to remain on the payroll of the School beyond the School closing for the purpose of overseeing the transfer of student records, distribution of assets, as well as matters directly related to the closedown procedures.

The HGCS staff will promptly notify parents and students of HGCS, the San Diego County Office of Education, HGCS's SELPA, the retirement systems in which HGCS employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The HGCS staff will ensure that the notification to the parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close HGCS.

HGCS staff will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the HGCS Board or closure entity for closure-related activities.

As applicable, HGCS will provide parents, students and SDCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. HGCS will ask SDCOE to store original records of Charter School students. All student records of HGCS shall be transferred to SDCOE upon Charter School closure. If SDCOE will not or cannot store the records, HGCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, HGCS will prepare final financial records. HGCS will also have an independent audit completed within six months after closure. HGCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by HGCS and will

be provided to SDCOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to HGCS.

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

On closure of HGCS, all assets of HGCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending HGCS, remain the sole property of the nonprofit public benefit corporation operating HGCS. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from SDCOE or SDCOE property will be promptly returned upon Charter School closure to SDCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Howard Gardner Community Charter School shall remain solely responsible for all liabilities arising from the operation of HGCS.

As HGCS is operated as Howard Gardner Community Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of HGCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix C, HGCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

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

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

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

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

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

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.
Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. Insurance

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

C. Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, such as its current contractor, CSMC. HGCS affirms that its back office provider will provide timely submissions of calendar of due date items and of request for information items. The Charter School does not currently plan to purchase support services from the County except as stated otherwise herein.

Criteria for Contract Services

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

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

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- STRS and PERS Setup and Management
- Planning & Management
- LEA Plans
- Compliance Reporting to County & State Grantors
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial

Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

D. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School is located at 647 E Street, Chula Vista, California 91910, pursuant to a private lease. It is composed of three (3) multipurpose rooms (cafeteria, auditorium and staff lounge), ten (10) classrooms, ten (10) restrooms (5 of which are located in the primary classrooms), seven (7) office spaces, an outdoor patio, one (1) playground, and a parking lot. It is approximately 17,000 square feet. HGCS has also been in communication with the building owner in regard to remodeling and possible expansion of the current facility. The Charter School retains the right to seek Proposition 39 facilities, but does not foresee making such a request.

E. Transportation

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

F. Attendance Accounting

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

G. Oversight

Pursuant to California law, the County will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The County may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

H. Potential Civil Liability Effects

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

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist SDCBOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure SDCBOE shall not be liable for the operation of the Charter School.

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

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. SDCBOE shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution. HGCS will enter into an MOU with the County if requested by the County.

APPENDICES

APPENDIX A: BOARD ROSTER & BIOGRAPHIES

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

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

APPENDIX D: 2022-2026 CAASPP ELA & MATH REPORTS

4923-5070-6097, v. 7

APPENDIX A:

BOARD ROSTER & BIOGRAPHIES

HOWARD
GARDNER
COMMUNITY SCHOOL
647 E Street * Chula Vista, CA. 91913
(619) 934-0300 www.hgcschool.org

Board Roster

Vanessa Zuniga-Garcia	**Board President**	My name is Vanessa Zuniga- Garcia. I am an Associate Principal at a middle school in the San Diego Unified School District. I have been in the education system since 2007 as a teacher, reading support teacher, and Associate Principal. All three of my daughters have attended Howard Gardner. I believe that collaboration between all stakeholders is essential for all students to succeed.
Danielle Clark	**Secretary**	Danielle Clark, Ed.D., is an educational leader with 25 years of experience in special education and currently serves as Executive Director of Special Education for Oceanside Unified School District. She is committed to inclusive educational opportunities, student achievement, and strong partnerships among schools, families, and communities. As a school board member, she brings a collaborative approach and a focus on decisions that support student success. Danielle is also the mother of three and is married to a longtime special education.
Jennifer Price	**Board Member**	Jen Price is a dedicated educator and school leader with 20 years of experience in education and currently serves as a principal in the Lakeside Union School District. Committed to collaboration, student success, and strong community partnerships, Jen is proud to serve and work alongside the Howard Gardner Community School community. She looks forward to supporting HGCS's continued growth and success through thoughtful leadership and collaboration.

Sara Kelley	**Treasurer**	Sara Kelley is a family law attorney who has practiced since 2013, bringing an unusual blend of legal, business, and civil engineering experience to her work. Before becoming a lawyer, Sara built a career as a civil engineer, where she gained supervisory and project management experience that continues to shape how she serves clients today. She describes herself as a "legal engineer": someone who pairs legal expertise with technology and sound systems to solve problems efficiently, cost-effectively, and on time. As an HGCS parent, Sara knows the school firsthand and is deeply invested in its success. She serves as Treasurer of the Howard Gardner Community School Board of Directors, where her engineering and project management background supports careful financial oversight and thoughtful stewardship of the school's resources. Her legal expertise also strengthens the board's work on governance and policy, always with students and families at the center.
Marisol Quevedo Rerucha	**Board Member**	Marisol Quevedo Rerucha is the author of *Beyond the Surface of Restorative Practices: Building a Culture of Equity, Connection, and Healing*, CEO of Heartset Consulting Group, and Area Principal for SIATech San Diego. A veteran educator who has served as teacher, principal, district leader, and board member, she leads transformative work of building and strengthening communities where voice, connection, and healing exist for all. She has worked with teams at every level, board, executive, and frontline to address harm and restore trust between team members and with organizations. Working alongside individuals, communities, and systems, she offers the guidance and framework that supports , effective teams, and high trust organizations. Her impact extends well beyond her own community, having partnered with schools, districts, businesses, and nonprofit organizations across the United States and abroad.

APPENDIX B:

ARTICLES OF INCORPORATION; BYLAWS & CONFLICT OF INTEREST

(Please see attached documents)

APPENDIX C:

3-YEAR BUDGET; 3-YEAR CASH FLOW

(Please see attached document)

APPENDIX D:

2022- 2026 CAASPP ELA & MATH REPORTS

(Please see attached document)

HOWARD
GARDNER
COMMUNITY SCHOOL

647 E Street * Chula Vista, CA. 91913
(619) 934-0300 www.hgcschool.org

Board Roster

Vanessa Zuniga-Garcia	**Board President**	My name is Vanessa Zuniga- Garcia. I am an Associate Principal at a middle school in the San Diego Unified School District. I have been in the education system since 2007 as a teacher, reading support teacher, and Associate Principal. All three of my daughters have attended Howard Gardner. I believe that collaboration between all stakeholders is essential for all students to succeed.
Danielle Clark	**Secretary**	Danielle Clark, Ed.D., is an educational leader with 25 years of experience in special education and currently serves as Executive Director of Special Education for Oceanside Unified School District. She is committed to inclusive educational opportunities, student achievement, and strong partnerships among schools, families, and communities. As a school board member, she brings a collaborative approach and a focus on decisions that support student success. Danielle is also the mother of three and is married to a longtime special education.
Jennifer Price	**Board Member**	Jen Price is a dedicated educator and school leader with 20 years of experience in education and currently serves as a principal in the Lakeside Union School District. Committed to collaboration, student success, and strong community partnerships, Jen is proud to serve and work alongside the Howard Gardner Community School community. She looks forward to supporting HGCS's

HOWARD
GARDNER
COMMUNITY SCHOOL

647 E Street * Chula Vista, CA. 91913
(619) 934-0300 www.hgcschool.org

		continued growth and success through thoughtful leadership and collaboration.
Sara Kelley	**Treasurer**	Sara Kelley is a family law attorney who has practiced since 2013, bringing an unusual blend of legal, business, and civil engineering experience to her work. Before becoming a lawyer, Sara built a career as a civil engineer, where she gained supervisory and project management experience that continues to shape how she serves clients today. She describes herself as a "legal engineer": someone who pairs legal expertise with technology and sound systems to solve problems efficiently, cost-effectively, and on time. As an HGCS parent, Sara knows the school firsthand and is deeply invested in its success. She serves as Treasurer of the Howard Gardner Community School Board of Directors, where her engineering and project management background supports careful financial oversight and thoughtful stewardship of the school's resources. Her legal expertise also strengthens the board's work on governance and policy, always with students and families at the center.
Marisol Quevedo Rerucha	**Board Member**	Marisol Quevedo Rerucha is the author of *Beyond the Surface of Restorative Practices: Building a Culture of Equity, Connection, and Healing*, CEO of Heartset Consulting Group, and Area Principal for SIATech San Diego. A veteran educator who has served as teacher, principal, district leader, and board member, she leads transformative work

HOWARD
GARDNER
COMMUNITY SCHOOL

647 E Street * Chula Vista, CA. 91913
(619) 934-0300 www.hgcschool.org

		of building and strengthening communities where voice, connection, and healing exist for all. She has worked with teams at every level, board, executive, and frontline to address harm and restore trust between team members and with organizations. Working alongside individuals, communities, and systems, she offers the guidance and framework that supports , effective teams, and high trust organizations. Her impact extends well beyond her own community, having partnered with schools, districts, businesses, and nonprofit organizations across the United States and abroad.

3325976

FILED
In the Office of the Secretary of State
of the State of California
OCT - 6 2010

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

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

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

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

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

ARTICLE FOUR:

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

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

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

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

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

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

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

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

Date: 10/1/10

Shannon S. Richardson, Director

Sue Black, Director

Michelle Kotas, Director

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

Shannon S. Richardson, Director

Sue Black, Director

Michelle Kotas, Director

3325976

FILED
In the Office of the Secretary of State
of the State of California
OCT - 6 2010

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

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

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

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

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

ARTICLE FOUR:

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

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

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

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

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

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

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

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

Date: 10/1/10

Shannon S. Richardson, Director

Sue Black, Director

Michelle Kotas, Director

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

Shannon S. Richardson, Director

Sue Black, Director

Michelle Kotas, Director

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Howard Gardner Community Charter School, a California nonprofit public benefit corporation, with California Entity Number 3325976.

2. ARTICLE SIX of the Articles of Incorporation of this Corporation is amended to read as follows:

> The Property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: **7/29/2026**

Vanessa Zuniga-Garcia was absent for the 7/29/26 board meeting.

Vanessa Zuniga-Garcia, President

Date: **7/29/2026**

Danielle Clark, Secretary

4923-8728-8755, v. 1

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

ARTICLE 1
OFFICES

SECTION 1. PRINCIPAL OFFICE
The principal office of the corporation for the transaction of its business is located in San Diego County, California.

SECTION 2. CHANGE OF ADDRESS
The county of the corporation's principal office can be changed only by amendment of these bylaws and not otherwise. The Board of Trustees may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment by these bylaws.

SECTION 3. OTHER OFFICES
The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the Board of Trustees may, from the time, designate.

ARTICLE 2
PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES
The primary objectives and purposes of this corporation shall be:

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

The corporation shall not carry on other activities not permitted to be carried on by:
(a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code,

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

ARTICLE 3
DEDICATION OF ASSETS

SECTION 1. DEDICATION OF ASSETS

This corporation's of assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets, of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any trustee or office of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE 4
CORPORATION WITHOUT MEMBERS

SECTION 1. CORPORATION WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Trustees may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Trustees finds appropriate.

ARTICLE 5
TRUSTEES

SECTION 1. NUMBER

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

Members of the Board of Trustees shall include:

- At least one (1) parent representative with at least one child attending Howard Gardner Community Charter School.
- At least one (1) community member representative.

SECTION 2. POWERS

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

SECTION 3. DUTIES

It shall be the duty of the trustees to:

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

SECTION 4. TERMS OF OFFICE

Except for the initial Board of Trustees, each trustee shall hold office unless otherwise removed from the office in accordance with these bylaws for two (2) years and until a successor trustee has been designated and qualified. Terms for the initial Board of DIrectors shall be as follows:

NAME	EXPIRATION OF TERM
Vanessa Zuniga-Garcia	April 2028
Marisol Rerucha	March 2028
Jennifer Price	March 2028
Sara Kelley	March 2028
Danielle Clark	March 2028

A trustee may hold office for a maximum of two successive terms.

SECTION 5. NOMINATION PROCESS

Nominations for Board of Trustee members will be accepted no later than thirty days prior to the April

Annual Meeting of the Board of Trustees. Staff and parents of students attending Howard Gardner Community Charter School, and local community leaders may nominate candidates to be elected to the Board of Trustees.
Candidates must submit a biography and resume outlining the skill and qualifications to serve on the Board of Trustees. At the annual meeting in April, public communication will precede the interviews of candidates to be conducted by the Board of Trustees.

SECTION 6. COMPENSATION
Trustees may not receive compensation for their services as trustees or officers, only reimbursement of expenses as the Board of Trustees may establish may to be just and reasonable as to the corporation at the time the resolution is adopted.

SECTION 7. RESTRICTION REGARDING INTERESTED TRUSTEES
Notwithstanding any other provision of these bylaws, not more than twenty percent (20%) of the persons serving on the Board may be interested persons. For purposes of this Section, "interested persons" means either:

- Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, weather as a full or part-time employee, independent contractor, or otherwise or
- Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

SECTION 8. PLACE OF MEETINGS
Meetings shall be held at the principal office of the Corporation. the Board of Trustees may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Trustees shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., ("Brown Act") as said chapter may be modified by subsequent.

SECTION 9. REGULAR AND ANNUAL MEETINGS
Regular meetings of the Howard Gardner Community Charter School Board of Trustees, shall be held monthly during the school year, and as deemed necessary at other times and places to be fixed by the Board of Trustees. At least 72 hours before a regular meeting, the Secretary of the Board of Trustees, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SECTION 10. SPECIAL MEETINGS
Special meetings of the Board of Trustees may be called by the chairperson of the Board, the treasurer, the secretary, or by a majority of the Board of Trustees and such meetings shall be

held at the place and time designated by the person or persons calling the meeting.

SECTION 11. NOTICE OF SPECIAL MEETINGS

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

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

SECTION 12. QUORUM FOR MEETINGS

A quorum shall consist of a majority of trustees then in office. Except as otherwise provided in these bylaws no business shall be considered by the board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion, which the chair shall entertain as such meeting is a motion to adjourn.

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

SECTION 13. MAJORITY ACTION AS BOARD ACTION

Every act or decision done or made by a majority of the trustees present at the meeting duly held at which a quorum is present is the act of the Board of Trustees, unless the articles of incorporation , or provisions relating to appointment of committees (Section 5212), approval of

contracts or transactions in which a trustee has a material financial insert (Section 5233), and indemnification of Trustees (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board.

SECTION 14. TELECONFERENCE MEETINGS

Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

A. At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting form locations within the boundaries of the school district in which the Charter School operates;
B. All votes taken during a teleconference meeting shall be by roll call;
C. If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
D. All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
E. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location; and
F. The agenda shall indicate that members of the public attending a meeting conducted iva teleconference need not give their name when entering the conference call.

SECTION 15. CONDUCT OF MEETINGS

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

SECTION 16. ADJOURNMENT

A majority of the Trustees present, whether or not a quorum is present, may adjourn any Board of Trustees meeting to another time or place. if a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Trustees who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 17. VACANCIES

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

SECTION 18. RESIGNATION OF TRUSTEES

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

SECTION 19. VACANCIES FILLED BY BOARD

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

SECTION 20. REMOVAL OF TRUSTEES

Any trustee may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Trustees at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act. Any vacancy caused by the removal of a trustee shall be filled as provided in Section 20 of this Article.

SECTION 21. CREATION OF POWERS OF COMMITTEES

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

A. Fill vacancies on the Board of Trustees or any committee of the Board;
B. Fix compensation of the Trustees for serving on the Board of Trustees or on any

committee;

C. Amend or repeal Bylaws or adopt new Bylaws;
D. Amend or repeal any resolution of the Board of Trustees that by its expressed terms is not so amendable or subject to repeal;
E. Create any other committees of the Board of Trustees or appoint the members of committees of the Board;
F. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Trustees has a material financial interest.

SECTION 22. MEETINGS AND ACTION OF COMMITTEES

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

SECTION 23. NON LIABILITY OF TRUSTEES

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

SECTION 24. INDEMNIFICATION

To the fullest extent permitted by law, this Corporation shall indemnify its Trustees, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such position, against all expenses, judgements, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "processing," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request of the Board of Trustees by any person seeking indemnification under Corporations Code Section 5238 (B) or Section 5238 (c) the Board of Trustees shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Trustees shall authorize indemnification.

SECTION 25. INSURANCE

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Trustees, employees, and other agents, to cover any liability asserted against or incurred by any officer, Trustee, employee, or agent in such capacity

or arising from the officer's, Trustee's, employee's, or agent's status as such.

SECTION 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS
The Howard Gardner Community Charter School and the Board of Trustees shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE 6
OFFICERS

SECTION 1. NUMBER OF OFFICERS
The officers of this corporation shall be a Chairperson of the Board, a Secretary, and a Treasurer. Executive Director and/or Administrative Designee should attend all regular board meetings to give their report to the Board. The Corporation, at the Board's direction, may also have one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Section 4, of this Article. The officers, in addition to the corporate duties set forth in this Article, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

SECTION 2. DUPLICATION OF OFFICE HOLDERS
Any number of offices may be held by the same person, except that neither the Secretary not the Treasurer may not serve concurrently as the Chairperson of the Board.

SECTION 3. ELECTION OF OFFICERS
The officers of this corporation shall be nominated by the Officers of the Board and elected annually by the Board of Trustees and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

SECTION 4. APPOINTMENT OF OTHER OFFICERS
The Board of Trustees may appoint and authorize the Chairperson of the board or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall be the title and authority, hold office for the period, and perform the duties specified in the Bylaws or established by the Board.

SECTION 5. REMOVAL OF OFFICERS
Without prejudice to the rights of any officer under an employment contract, the Board of Trustees may remove any officer with or without cause. An officer who was not chosen by the

Board of Trustees may be removed by any other officer on whom the Board of Trustees confers the power of removal.

SECTION 6. RESIGNATION OF OFFICERS

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

SECTION 7. VACANCIES IN OFFICE

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

SECTION 8. CHAIRPERSON OF THE BOARD

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

SECTION 9. EXECUTIVE DIRECTOR

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

SECTION 10. SECRETARY

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Trustees may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Trustees present at Board of Trustees and committee meetings. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Trustees that these Bylaws require to be given. The Secretary shall keep corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of Trustees or the Bylaws may require.

SECTION 11. TREASURER

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and

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

ARTICLE 8
EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

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

SECTION 2. CHECKS AND NOTES

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

SECTION 3. DEPOSITS

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

SECTION 4. GIFTS

The Board of Trustees may accept on behalf of the corporation any contribution, gift, grant,

bequest, or device for the charitable or public purposes of this corporation.

ARTICLE 8
CORPORATE RECORDS, REPORTS, AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

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

A. Minutes of all meetings of Trustees, committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
B. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;
C. A copy of the corporation's articles of incorporation and bylaws as amended to date
D. such additional reports and records as required by law.

SECTION 2. CORPORATE SEAL

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

SECTION 3. TRUSTEES' INSPECTION RIGHTS

Every Trustee shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. An inspection may be made in person or by the trustee's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

SECTION 4. ANNUAL REPORT

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

A. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
B. The principal changes in assets and liabilities, including trust funds;
C. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
D. The Corporation's expenses or disbursement for both general and restricted purposes;

E. Any information required under these Bylaws; and
F. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's book and records.

SECTION 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS
As part of the annual report, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare furnish to each Trustee a statement of any transaction or indemnification of the following kind:
Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. for this purpose, an "interested person" is either:

1. Any Trustee or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
2. Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationships to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE 9
CONTRACTS WITH TRUSTEES

SECTION 1. CONTRACTS WITH TRUSTEES
The Corporation shall not enter into a contract or transaction in which a Trustee directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this corporation's Trustees are directors or have a material financial interest) unless all of the following apply:

A. The Trustee with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contracted or transaction in good faith and said disclosure is noted in the Board of Trustee meeting minutes.
B. The Trustee with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contat or transaction (i.e., the interested trustee who recused himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
C. Such contract or transaction is authorized in good faith by a majority of the Board of Trustees by a vote sufficient for that purpose.

D. Before authorizing or approving the transaction, the Board of Trustees considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstance.
E. The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into. This Section does not apply to ta transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the Corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE 10
CONTRACTS WITH NON-TRUSTEE DESIGNATE EMPLOYEES

SECTION 1. CONTRACTS WITH NON-TRUSTEE DESIGNATE EMPLOYEES
The Corporation shall not enter into a contract or transaction in which a non-Trustee designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Howard Gardner Community Charter School Conflict of Interest Code have been fulfilled.

ARTICLE 11
LOANS TO TRUSTEES AND OFFICERS

SECTION 1. LOANS TO TRUSTEES AND OFFICERS
This corporation shall not lend any money or property to or guarantee the obligation of any Trustee or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Trustee or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Trustee or officer would be entitled to reimbursement.

ARTICLE 12
FISCAL YEAR OF THE CORPORATION

SECTION 1. FISCAL YEAR OF THE CORPORATION
The fiscal year of the corporation shall begin on the July 1st and end on June 30th of each year.

ARTICLE 13
BYLAW AMENDMENTS

SECTION 1. BYLAW AMENDMENT
The Board of Trustees may adopt, amend or repeal any of these Bylaws by a two-thirds majority of the Trustees present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Howard Gardner Community Charter School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

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

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the bylaws of the corporation named in the title thereto and that such bylaws were duly adopted by the Board of Trustee of said corporation on July 29, 2026, and that these bylaws have not been amended or modified since that date.

Executed on Chula Vista, California.

Danielle Clark

Secretary

4936-3187-9347, v. 3

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

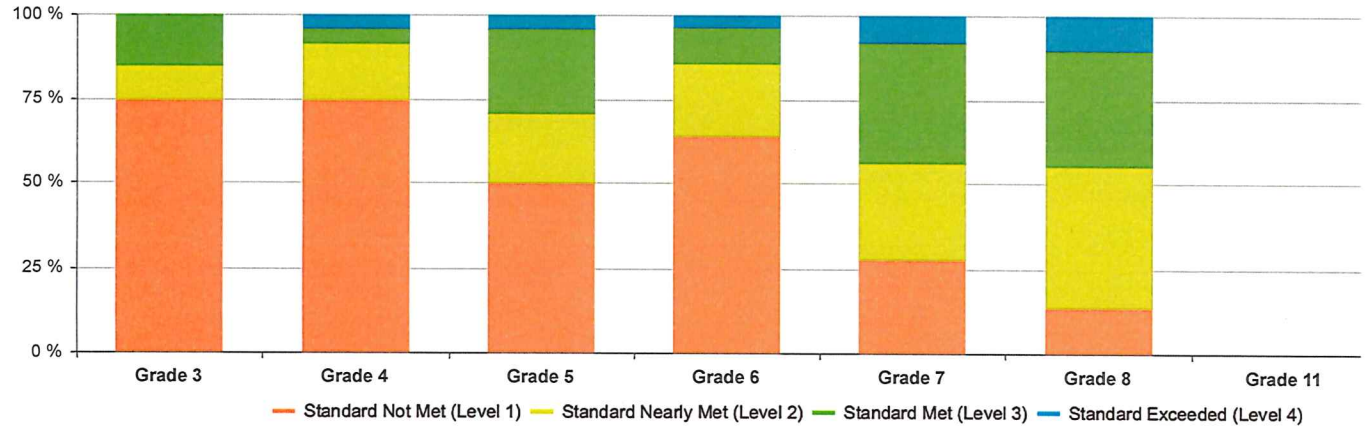
2021–22 Detailed Test Results
Results for All Students

Select Display Type: Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	20	24	25	28	26	30	N/A	153
Number of Students Tested	20	24	24	28	25	29	N/A	150
Number of Students With Scores	20	24	24	28	25	29	N/A	150
Mean Scale Score	2317.5	2365.8	2449.5	2423.1	2525.7	2559.0	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	0.00 %	4.17 %	4.17 %	3.57 %	8.00 %	10.34 %	N/A	5.33 %
Standard Met (Level 3) Percentage of students by grade for level	15.00 %	4.17 %	25.00 %	10.71 %	36.00 %	34.48 %	N/A	21.33 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	10.00 %	16.67 %	20.83 %	21.43 %	28.00 %	41.38 %	N/A	24.00 %
Standard Not Met (Level 1) Percentage of students by grade for level	75.00 %	75.00 %	50.00 %	64.29 %	28.00 %	13.79 %	N/A	49.33 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	7.33 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	57.33 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	35.33 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	6.71 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	51.01 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	42.28 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	5.33 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	66.67 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	28.00 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	6.67 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	57.33 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	36.00 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

2022–23 Detailed Test Results
Results for All Students

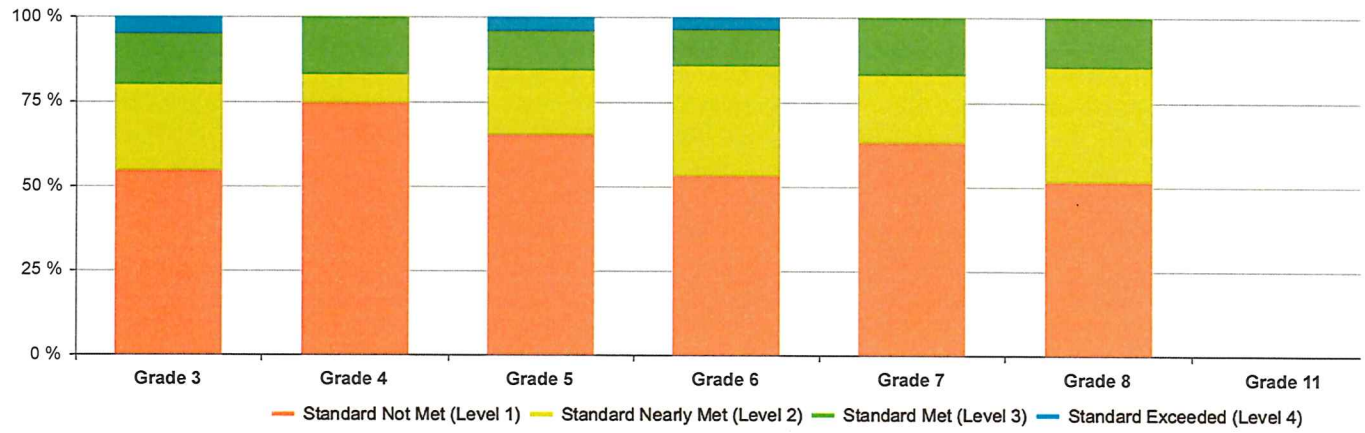
Select Display Type:

Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	21	24	26	28	30	27	N/A	156
Number of Students Tested	20	24	26	28	30	27	N/A	155
Number of Students With Scores	20	24	26	28	30	27	N/A	155
Mean Scale Score	2347.1	2353.1	2407.5	2447.6	2449.0	2478.0	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	5.00 %	0.00 %	3.85 %	3.57 %	0.00 %	0.00 %	N/A	1.94 %
Standard Met (Level 3) Percentage of students by grade for level	15.00 %	16.67 %	11.54 %	10.71 %	16.67 %	14.81 %	N/A	14.19 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	25.00 %	8.33 %	19.23 %	32.14 %	20.00 %	33.33 %	N/A	23.23 %
Standard Not Met (Level 1) Percentage of students by grade for level	55.00 %	75.00 %	65.38 %	53.57 %	63.33 %	51.85 %	N/A	60.65 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	0.00 %	*	N/A	2.58 %
Near Standard Percentage of students by grade for level	*	*	*	*	56.67 %	*	N/A	43.87 %
Below Standard Percentage of students by grade for level	*	*	*	*	43.33 %	*	N/A	53.55 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	3.33 %	*	N/A	2.58 %
Near Standard Percentage of students by grade for level	*	*	*	*	40.00 %	*	N/A	40.65 %
Below Standard Percentage of students by grade for level	*	*	*	*	56.67 %	*	N/A	56.77 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	6.67 %	*	N/A	5.81 %
Near Standard Percentage of students by grade for level	*	*	*	*	60.00 %	*	N/A	60.65 %
Below Standard Percentage of students by grade for level	*	*	*	*	33.33 %	*	N/A	33.55 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	0.00 %	*	N/A	3.23 %
Near Standard Percentage of students by grade for level	*	*	*	*	56.67 %	*	N/A	60.65 %
Below Standard Percentage of students by grade for level	*	*	*	*	43.33 %	*	N/A	36.13 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

2023–24 Detailed Test Results
Results for All Students

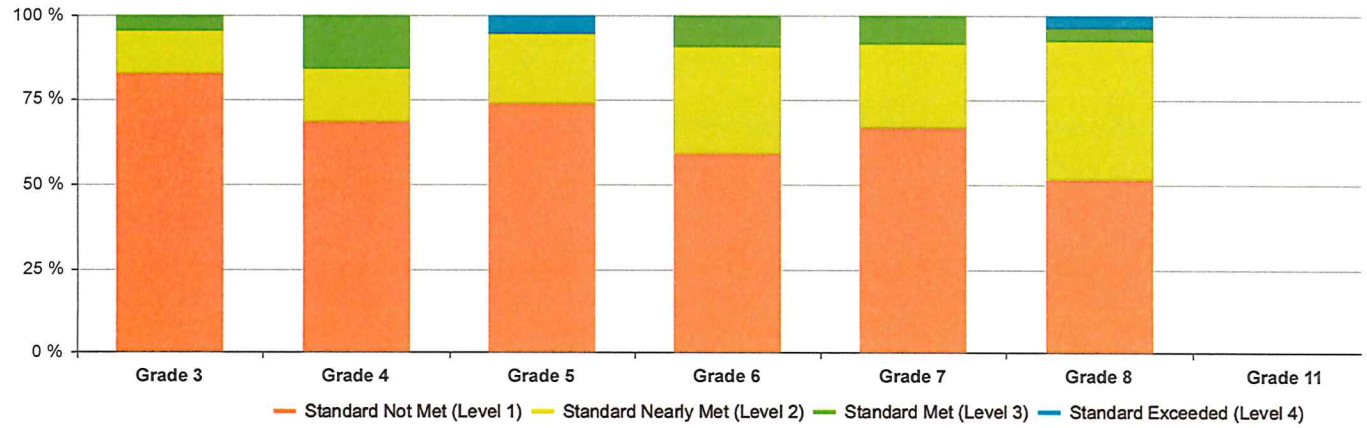
Select Display Type:

Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	23	19	19	22	24	27	N/A	134
Number of Students Tested	23	19	19	22	24	27	N/A	134
Number of Students With Scores	23	19	19	22	24	27	N/A	134
Mean Scale Score	2288.9	2383.7	2383.5	2436.0	2451.1	2456.6	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	0.00 %	0.00 %	5.26 %	0.00 %	0.00 %	3.70 %	N/A	1.49 %
Standard Met (Level 3) Percentage of students by grade for level	4.35 %	15.79 %	0.00 %	9.09 %	8.33 %	3.70 %	N/A	6.72 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	13.04 %	15.79 %	21.05 %	31.82 %	25.00 %	40.74 %	N/A	25.37 %
Standard Not Met (Level 1) Percentage of students by grade for level	82.61 %	68.42 %	73.68 %	59.09 %	66.67 %	51.85 %	N/A	66.42 %

▼ Composite Areas

Composite Areas

For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

READING AND LISTENING: How well did students understand written and spoken information?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	4.35 %	10.53 %	0.00 %	0.00 %	0.00 %	3.70 %	N/A	2.99 %
Near Standard Percentage of students by grade for level	17.39 %	42.11 %	26.32 %	36.36 %	33.33 %	40.74 %	N/A	32.84 %
Below Standard Percentage of students by grade for level	78.26 %	47.37 %	73.68 %	63.64 %	66.67 %	55.56 %	N/A	64.18 %

WRITING AND RESEARCH: How well did students use research skills and communicate in writing?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	0.00 %	0.00 %	5.26 %	0.00 %	4.17 %	3.70 %	N/A	2.24 %
Near Standard Percentage of students by grade for level	17.39 %	26.32 %	31.58 %	50.00 %	37.50 %	37.04 %	N/A	33.58 %
Below Standard Percentage of students by grade for level	82.61 %	73.68 %	63.16 %	50.00 %	58.33 %	59.26 %	N/A	64.18 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	3.73 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	41.04 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	55.22 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	1.49 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	37.31 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	61.19 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	2.24 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	59.70 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	38.06 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	3.73 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	57.46 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	38.81 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

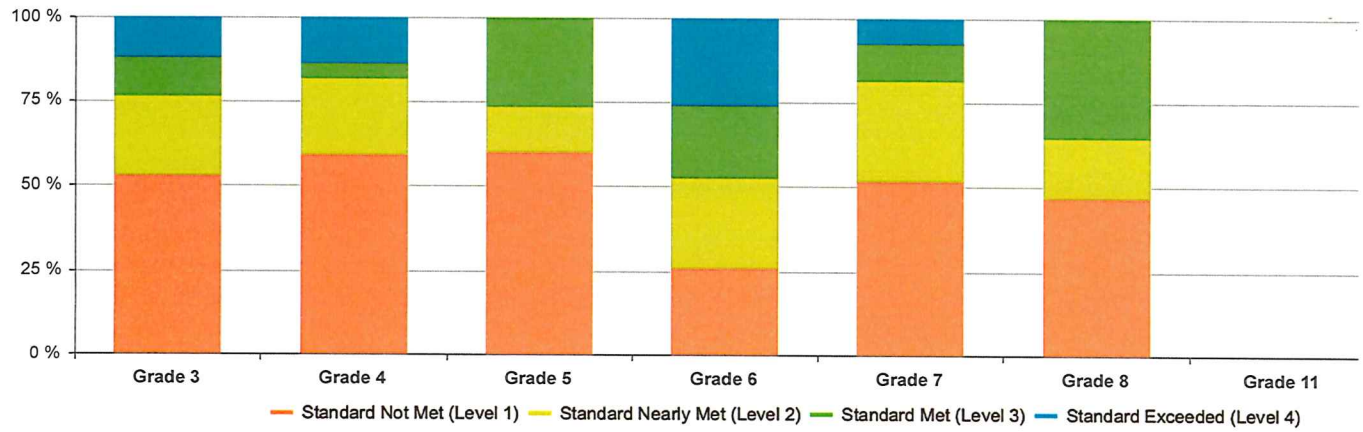
2024–25 Detailed Test Results
Results for All Students

Select Display Type: Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	19	22	16	19	27	18	N/A	121
Number of Students Tested	17	22	15	19	27	17	N/A	117
Number of Students With Scores	17	22	15	19	27	17	N/A	117
Mean Scale Score	2380.6	2395.5	2444.3	2519.2	2469.8	2496.1	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	11.76 %	13.64 %	0.00 %	26.32 %	7.41 %	0.00 %	N/A	10.26 %
Standard Met (Level 3) Percentage of students by grade for level	11.76 %	4.55 %	26.67 %	21.05 %	11.11 %	35.29 %	N/A	17.09 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.53 %	22.73 %	13.33 %	26.32 %	29.63 %	17.65 %	N/A	23.08 %
Standard Not Met (Level 1) Percentage of students by grade for level	52.94 %	59.09 %	60.00 %	26.32 %	51.85 %	47.06 %	N/A	49.57 %

▼ Composite Areas

Composite Areas

For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

READING AND LISTENING: How well did students understand written and spoken information?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	11.76 %	13.64 %	6.67 %	26.32 %	3.70 %	11.76 %	N/A	11.97 %
Near Standard Percentage of students by grade for level	35.29 %	36.36 %	53.33 %	57.89 %	44.44 %	52.94 %	N/A	46.15 %
Below Standard Percentage of students by grade for level	52.94 %	50.00 %	40.00 %	15.79 %	51.85 %	35.29 %	N/A	41.88 %

WRITING AND RESEARCH: How well did students use research skills and communicate in writing?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	17.65 %	0.00 %	0.00 %	15.79 %	7.41 %	5.88 %	N/A	7.69 %
Near Standard Percentage of students by grade for level	35.29 %	40.91 %	46.67 %	47.37 %	51.85 %	47.06 %	N/A	45.30 %
Below Standard Percentage of students by grade for level	47.06 %	59.09 %	53.33 %	36.84 %	40.74 %	47.06 %	N/A	47.01 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	8.55 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	54.70 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	36.75 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	5.13 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	54.70 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	40.17 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	7.69 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	61.54 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	30.77 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	7.69 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	62.39 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	29.91 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for: State of California

CDS Code: 00-00000-0000000

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Composite areas are only available beginning with the 2023–24 administration year.

2025–26 Detailed Test Results Results for All Students

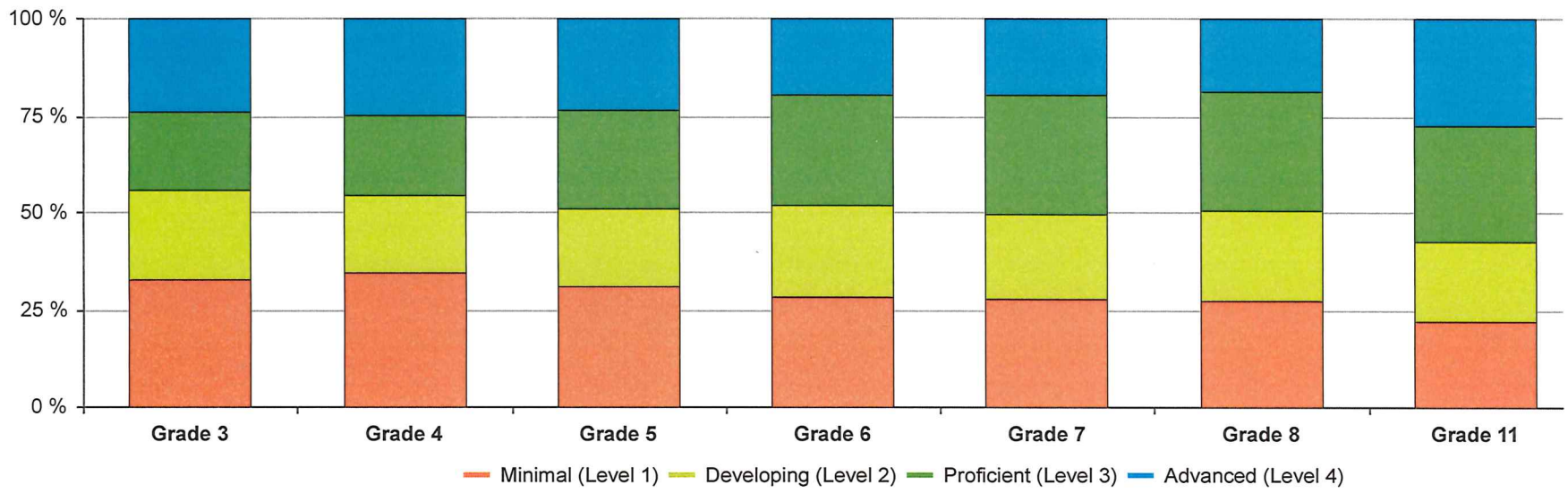
Select Display Type:

Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ **Data Detail—All Students (accessible data)**

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ **Overall Achievement**

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	398,027	414,704	416,929	423,171	427,346	434,156	436,404	2,950,737
Number of Students Tested	391,082	407,944	410,441	415,732	417,712	422,015	415,395	2,880,321
Number of Students With Scores	390,924	407,721	410,249	415,439	417,246	421,354	414,559	2,877,492
Mean Scale Score	2413.7	2457.5	2497.3	2520.0	2545.8	2558.2	2595.9	N/A
Advanced (Level 4) Percentage of students by grade for level	23.84 %	24.87 %	23.43 %	19.53 %	19.36 %	18.65 %	27.31 %	22.39 %
Proficient (Level 3) Percentage of students by grade for level	20.25 %	20.89 %	25.73 %	28.51 %	31.22 %	30.83 %	30.10 %	26.87 %
Developing (Level 2) Percentage of students by grade for level	23.27 %	19.81 %	19.85 %	23.46 %	21.66 %	23.29 %	20.66 %	21.71 %
Minimal (Level 1) Percentage of students by grade for level	32.63 %	34.42 %	30.99 %	28.50 %	27.77 %	27.23 %	21.93 %	29.02 %

▼ **Composite Areas**

Composite Areas

Composite area results provide a more detailed look at students' performance on the overall assessment. For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

READING AND LISTENING: How well did students understand written and spoken information?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	19.55 %	21.79 %	22.07 %	22.57 %	22.46 %	23.82 %	30.11 %	23.23 %
At or Near Proficient Percentage of students by grade for level	51.13 %	49.47 %	49.82 %	45.94 %	49.20 %	46.16 %	46.17 %	48.24 %
Below Proficient Percentage of students by grade for level	29.32 %	28.74 %	28.11 %	31.49 %	28.34 %	30.02 %	23.72 %	28.53 %

WRITING AND RESEARCH: How well did students use research skills and communicate in writing?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	21.48 %	20.99 %	26.31 %	25.13 %	29.92 %	28.78 %	36.41 %	27.07 %
At or Near Proficient Percentage of students by grade for level	44.77 %	47.54 %	45.05 %	43.01 %	40.51 %	41.36 %	38.40 %	42.92 %
Below Proficient Percentage of students by grade for level	33.75 %	31.47 %	28.63 %	31.86 %	29.57 %	29.86 %	25.19 %	30.02 %

▼ Areas

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	16.33 %	18.29 %	17.47 %	18.56 %	18.92 %	19.72 %	26.68 %	19.46 %
At or Near Proficient Percentage of students by grade for level	59.00 %	58.68 %	58.15 %	51.25 %	56.16 %	52.28 %	52.60 %	55.40 %
Below Proficient Percentage of students by grade for level	24.66 %	23.03 %	24.38 %	30.19 %	24.92 %	27.99 %	20.72 %	25.15 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	17.21 %	15.36 %	19.71 %	18.23 %	23.72 %	20.81 %	29.07 %	20.63 %
At or Near Proficient Percentage of students by grade for level	52.70 %	56.71 %	55.54 %	51.69 %	49.77 %	50.69 %	47.43 %	52.05 %
Below Proficient Percentage of students by grade for level	30.09 %	27.93 %	24.75 %	30.08 %	26.51 %	28.50 %	23.51 %	27.32 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	10.36 %	11.79 %	12.14 %	13.08 %	12.63 %	14.60 %	16.08 %	12.98 %
At or Near Proficient Percentage of students by grade for level	70.95 %	69.18 %	72.50 %	71.37 %	71.44 %	70.19 %	69.23 %	70.69 %
Below Proficient Percentage of students by grade for level	18.69 %	19.03 %	15.36 %	15.55 %	15.92 %	15.21 %	14.69 %	16.32 %

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

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	15.14 %	15.22 %	18.11 %	18.81 %	20.70 %	22.24 %	25.96 %	19.51 %
At or Near Proficient Percentage of students by grade for level	62.30 %	64.34 %	62.26 %	61.72 %	58.60 %	61.08 %	60.10 %	61.47 %
Below Proficient Percentage of students by grade for level	22.56 %	20.44 %	19.63 %	19.47 %	20.71 %	16.69 %	13.95 %	19.03 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

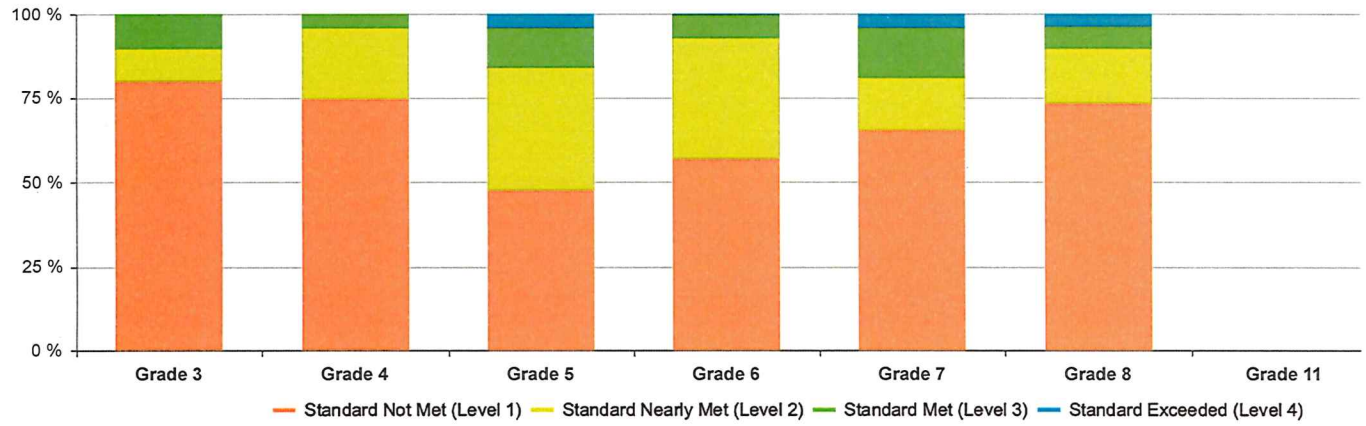
2021–22 Detailed Test Results
Results for All Students

Select Display Type: Percentage of Students

MATHEMATICS

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	20	24	25	28	26	30	N/A	153
Number of Students Tested	20	24	25	28	26	30	N/A	153
Number of Students With Scores	20	24	25	28	26	30	N/A	153
Mean Scale Score	2316.5	2366.1	2458.6	2433.4	2465.0	2462.5	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	0.00 %	0.00 %	4.00 %	0.00 %	3.85 %	3.33 %	N/A	1.96 %
Standard Met (Level 3) Percentage of students by grade for level	10.00 %	4.17 %	12.00 %	7.14 %	15.38 %	6.67 %	N/A	9.15 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	10.00 %	20.83 %	36.00 %	35.71 %	15.38 %	16.67 %	N/A	22.88 %
Standard Not Met (Level 1) Percentage of students by grade for level	80.00 %	75.00 %	48.00 %	57.14 %	65.38 %	73.33 %	N/A	66.01 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	6.67 %	N/A	3.27 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	30.00 %	N/A	30.72 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	63.33 %	N/A	66.01 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	3.33 %	N/A	2.61 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	60.00 %	N/A	52.29 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	36.67 %	N/A	45.10 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	6.67 %	N/A	3.92 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	63.33 %	N/A	55.56 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	30.00 %	N/A	40.52 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

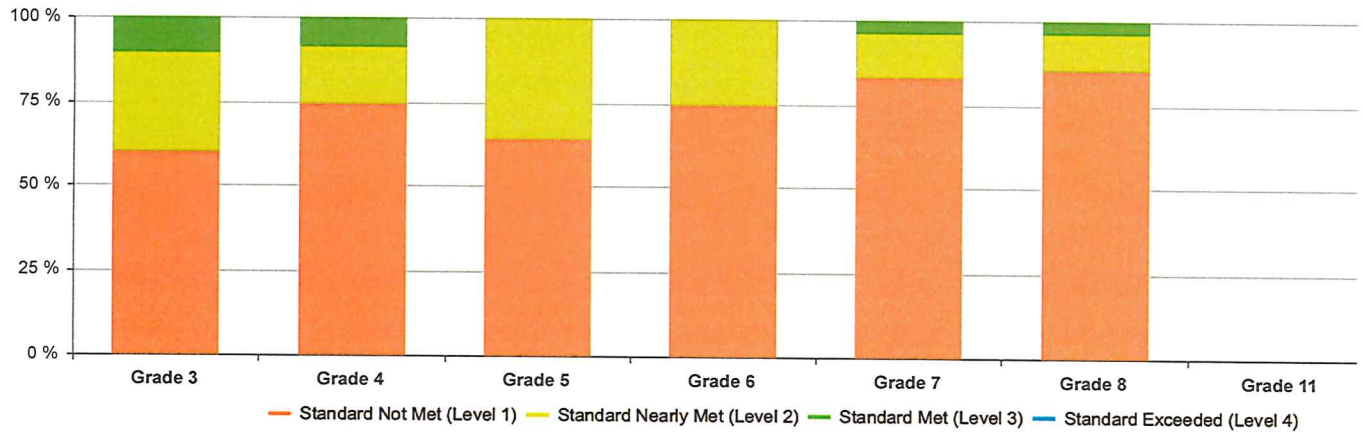
2022–23 Detailed Test Results
Results for All Students

Select Display Type: Percentage of Students

MATHEMATICS

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	21	24	26	28	30	27	N/A	156
Number of Students Tested	20	24	25	28	30	27	N/A	154
Number of Students With Scores	20	24	25	28	30	27	N/A	154
Mean Scale Score	2345.9	2382.6	2416.0	2406.1	2413.4	2437.1	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	N/A	0.00 %
Standard Met (Level 3) Percentage of students by grade for level	10.00 %	8.33 %	0.00 %	0.00 %	3.33 %	3.70 %	N/A	3.90 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	30.00 %	16.67 %	36.00 %	25.00 %	13.33 %	11.11 %	N/A	21.43 %
Standard Not Met (Level 1) Percentage of students by grade for level	60.00 %	75.00 %	64.00 %	75.00 %	83.33 %	85.19 %	N/A	74.68 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	0.00 %	*	N/A	0.65 %
Near Standard Percentage of students by grade for level	*	*	*	*	26.67 %	*	N/A	28.57 %
Below Standard Percentage of students by grade for level	*	*	*	*	73.33 %	*	N/A	70.78 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	0.00 %	*	N/A	0.65 %
Near Standard Percentage of students by grade for level	*	*	*	*	33.33 %	*	N/A	35.71 %
Below Standard Percentage of students by grade for level	*	*	*	*	66.67 %	*	N/A	63.64 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	0.00 %	*	N/A	2.60 %
Near Standard Percentage of students by grade for level	*	*	*	*	66.67 %	*	N/A	50.00 %
Below Standard Percentage of students by grade for level	*	*	*	*	33.33 %	*	N/A	47.40 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

2023–24 Detailed Test Results
Results for All Students

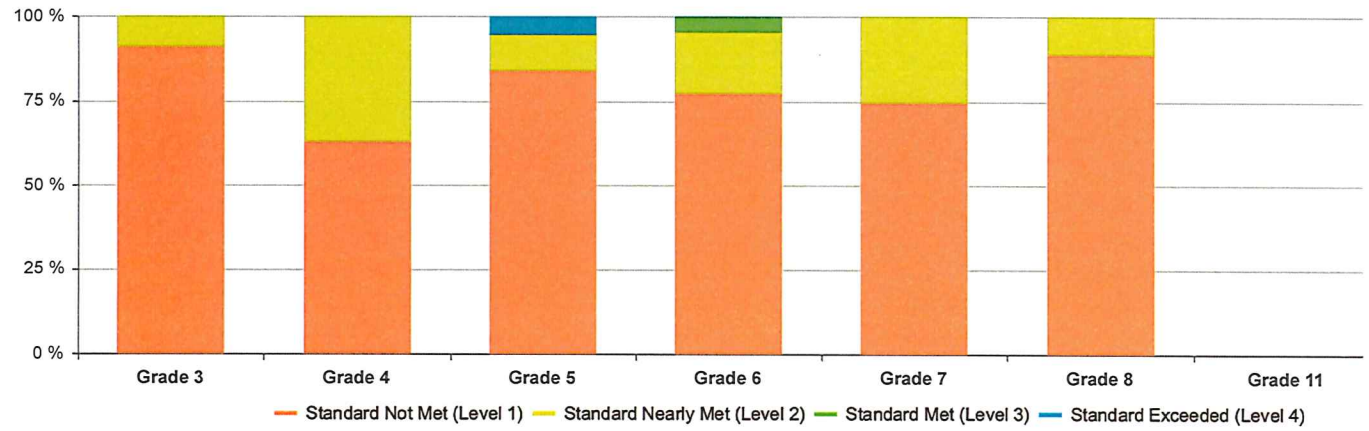
Select Display Type:

Percentage of Students

MATHEMATICS

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	23	19	19	22	24	27	N/A	134
Number of Students Tested	23	19	19	22	24	27	N/A	134
Number of Students With Scores	23	19	19	22	24	27	N/A	134
Mean Scale Score	2289.0	2373.7	2404.4	2421.8	2417.0	2394.1	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	0.00 %	0.00 %	5.26 %	0.00 %	0.00 %	0.00 %	N/A	0.75 %
Standard Met (Level 3) Percentage of students by grade for level	0.00 %	0.00 %	0.00 %	4.55 %	0.00 %	0.00 %	N/A	0.75 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	8.70 %	36.84 %	10.53 %	18.18 %	25.00 %	11.11 %	N/A	17.91 %
Standard Not Met (Level 1) Percentage of students by grade for level	91.30 %	63.16 %	84.21 %	77.27 %	75.00 %	88.89 %	N/A	80.60 %

▼ **Composite Areas**

Composite Areas

For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	0.00 %	0.00 %	5.26 %	0.00 %	0.00 %	0.00 %	N/A	0.75 %
Near Standard Percentage of students by grade for level	13.04 %	36.84 %	31.58 %	31.82 %	25.00 %	29.63 %	N/A	27.61 %
Below Standard Percentage of students by grade for level	86.96 %	63.16 %	63.16 %	68.18 %	75.00 %	70.37 %	N/A	71.64 %

MATHEMATICAL PRACTICES: How well did students apply strategies to solve complex problems and explain the reasoning for the solution?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	0.00 %	0.00 %	5.26 %	0.00 %	0.00 %	0.00 %	N/A	0.75 %
Near Standard Percentage of students by grade for level	8.70 %	31.58 %	15.79 %	22.73 %	20.83 %	25.93 %	N/A	20.90 %
Below Standard Percentage of students by grade for level	91.30 %	68.42 %	78.95 %	77.27 %	79.17 %	74.07 %	N/A	78.36 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	0.75 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	27.61 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	71.64 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	0.75 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	29.85 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	69.40 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	0.75 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	41.04 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	58.21 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
School: Howard Gardner Community Charter

CDS Code: 37-10371-0124321 | County: San Diego | District: Howard Gardner Community Charter

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another.
Composite areas are only available beginning with the 2023–24 administration year.

2024–25 Detailed Test Results
Results for All Students

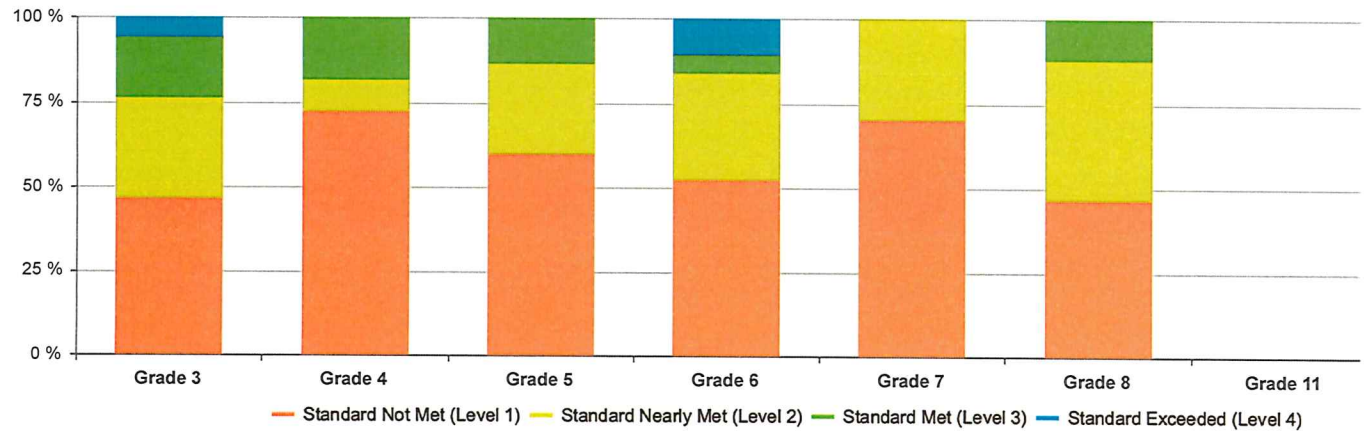
Select Display Type:

Percentage of Students

MATHEMATICS

▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ Overall Achievement

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	19	22	16	19	27	18	N/A	121
Number of Students Tested	17	22	15	19	27	17	N/A	117
Number of Students With Scores	17	22	15	19	27	17	N/A	117
Mean Scale Score	2373.6	2384.6	2448.3	2476.2	2433.9	2470.5	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	5.88 %	0.00 %	0.00 %	10.53 %	0.00 %	0.00 %	N/A	2.56 %
Standard Met (Level 3) Percentage of students by grade for level	17.65 %	18.18 %	13.33 %	5.26 %	0.00 %	11.76 %	N/A	10.26 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	29.41 %	9.09 %	26.67 %	31.58 %	29.63 %	41.18 %	N/A	27.35 %
Standard Not Met (Level 1) Percentage of students by grade for level	47.06 %	72.73 %	60.00 %	52.63 %	70.37 %	47.06 %	N/A	59.83 %

▼ Composite Areas

Composite Areas

For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	5.88 %	4.55 %	0.00 %	5.26 %	0.00 %	0.00 %	N/A	2.56 %
Near Standard Percentage of students by grade for level	35.29 %	31.82 %	46.67 %	52.63 %	37.04 %	41.18 %	N/A	40.17 %
Below Standard Percentage of students by grade for level	58.82 %	63.64 %	53.33 %	42.11 %	62.96 %	58.82 %	N/A	57.26 %

MATHEMATICAL PRACTICES: How well did students apply strategies to solve complex problems and explain the reasoning for the solution?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	5.88 %	9.09 %	6.67 %	5.26 %	0.00 %	0.00 %	N/A	4.27 %
Near Standard Percentage of students by grade for level	47.06 %	22.73 %	40.00 %	26.32 %	22.22 %	52.94 %	N/A	33.33 %
Below Standard Percentage of students by grade for level	47.06 %	68.18 %	53.33 %	68.42 %	77.78 %	47.06 %	N/A	62.39 %

▼ Areas

Areas

For more information about the individual area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	2.56 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	40.17 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	57.26 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	1.71 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	47.86 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	50.43 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	2.56 %
Near Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	53.85 %
Below Standard Percentage of students by grade for level	*	*	*	*	*	*	N/A	43.59 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for: State of California

CDS Code: 00-00000-0000000

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Composite areas are only available beginning with the 2023–24 administration year.

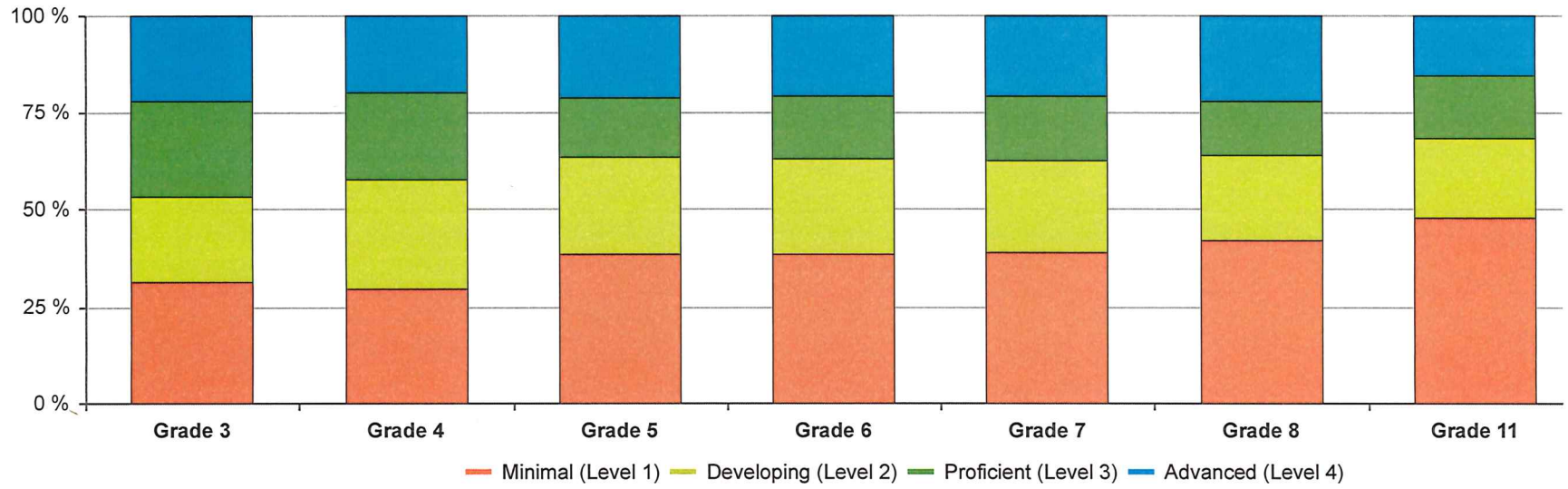
2025–26 Detailed Test Results
Results for All Students

Select Display Type: Percentage of Students

MATHEMATICS

▼ **Data Detail—All Students (accessible data)**

Achievement Level Distribution



To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

▼ **Overall Achievement**

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	398,027	414,704	416,929	423,171	427,346	434,156	436,404	2,950,737
Number of Students Tested	392,078	408,813	411,263	416,154	417,793	421,886	414,033	2,882,020
Number of Students With Scores	391,944	408,677	411,080	415,904	417,424	421,472	413,523	2,880,024
Mean Scale Score	2426.4	2464.4	2488.7	2508.0	2524.3	2539.0	2560.6	N/A
Advanced (Level 4) Percentage of students by grade for level	22.23 %	20.09 %	21.06 %	20.98 %	20.73 %	21.98 %	15.62 %	20.38 %
Proficient (Level 3) Percentage of students by grade for level	24.75 %	22.35 %	15.62 %	16.19 %	16.81 %	14.28 %	16.30 %	17.97 %
Developing (Level 2) Percentage of students by grade for level	21.68 %	27.97 %	24.70 %	24.34 %	23.71 %	21.59 %	20.28 %	23.47 %
Minimal (Level 1) Percentage of students by grade for level	31.35 %	29.59 %	38.62 %	38.48 %	38.75 %	42.14 %	47.79 %	38.18 %

▼ **Composite Areas**

Composite Areas

Composite area results provide a more detailed look at students' performance on the overall assessment. For more information about the composite area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	27.00 %	24.84 %	20.85 %	20.35 %	21.30 %	20.81 %	17.84 %	21.81 %
At or Near Proficient Percentage of students by grade for level	43.75 %	41.98 %	42.50 %	38.99 %	40.03 %	41.07 %	35.13 %	40.46 %
Below Proficient Percentage of students by grade for level	29.25 %	33.18 %	36.65 %	40.66 %	38.67 %	38.12 %	47.04 %	37.73 %

MATHEMATICAL PRACTICES: How well did students apply strategies to solve complex problems and explain the reasoning for the solution?

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	27.77 %	24.80 %	20.22 %	20.56 %	21.83 %	22.01 %	19.35 %	22.32 %
At or Near Proficient Percentage of students by grade for level	37.38 %	36.42 %	36.72 %	37.39 %	36.93 %	36.94 %	35.00 %	36.68 %
Below Proficient Percentage of students by grade for level	34.85 %	38.78 %	43.06 %	42.05 %	41.23 %	41.05 %	45.65 %	41.00 %

▼ Areas

Areas

Performance area results provide a more detailed look at students' performance on the overall assessment. For more information about the performance area results, go to the Understanding Results web page.

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	27.00 %	24.84 %	20.85 %	20.35 %	21.30 %	20.81 %	17.84 %	21.81 %
At or Near Proficient Percentage of students by grade for level	43.75 %	41.98 %	42.50 %	38.99 %	40.03 %	41.07 %	35.13 %	40.46 %
Below Proficient Percentage of students by grade for level	29.25 %	33.18 %	36.65 %	40.66 %	38.67 %	38.12 %	47.04 %	37.73 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	21.99 %	18.00 %	16.48 %	15.47 %	18.45 %	17.95 %	15.91 %	17.72 %
At or Near Proficient Percentage of students by grade for level	48.65 %	49.85 %	49.30 %	48.30 %	47.93 %	50.60 %	50.10 %	49.25 %
Below Proficient Percentage of students by grade for level	29.35 %	32.15 %	34.22 %	36.24 %	33.62 %	31.46 %	33.98 %	33.03 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Proficient Percentage of students by grade for level	21.57 %	20.61 %	15.44 %	16.90 %	17.17 %	16.66 %	14.92 %	17.57 %
At or Near Proficient Percentage of students by grade for level	55.60 %	52.87 %	53.89 %	54.70 %	54.15 %	56.11 %	55.48 %	54.69 %
Below Proficient Percentage of students by grade for level	22.83 %	26.51 %	30.67 %	28.40 %	28.68 %	27.22 %	29.61 %	27.74 %

The sum of the achievement or performance level percentages may not add to 100 percent because of rounding.

HOWARD GARDNER COMMUNITY CHARTER SCHOOL

CONFLICT OF INTEREST CODE

I. ADOPTION

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

II. DEFINITION OF TERMS

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

III. DESIGNATED EMPLOYEES

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

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

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

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

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

Board of Supervisors.

V. DISQUALIFICATION

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

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

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

B. Governing Board Member Designated Employees

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

EXHIBIT A

Designated Positions

Designated Position	Assigned Disclosure Category
Members of the Governing Board	1, 2
Executive Director	1, 2
Director of Operations	2
Consultants/New Positions	1

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

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

Designated positions assigned to this category must report:

Interest in real property, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property located in whole or in part within a two-mile radius of any facility utilized by HGCS

Category 2 Reporting:

Designated positions assigned to this category must report:

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

Category 3 Reporting:

Designated positions assigned to this category must report:

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