# Howard Gardner Community Charter
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

| SARC Overview | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
|---|---|
| | - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| School Name | Howard Gardner Community Charter |
| Street | 647 E St. |
| City, State, Zip | Chula Vista, CA 91910-2119 |
| Phone Number | (619) 934-0300 |
| Principal | Kat Shaw |
| Email Address | kshaw@hgcschool.org |
| School Website | https://www.hgcschool.org/ |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 37103710124321 |

## 2025-26 District Contact Information

| | |
|---|---|
| District Name | Howard Gardner Community School |
| Phone Number | 619.934.0300 |
| Superintendent | Kat Shaw |
| Email Address | kshaw@hgcschool.org |
| District Website | www.hgcschool.org |

## 2025-26 School Description and Mission Statement

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

## 2025-26 School Description and Mission Statement

Howard Gardner Community School's Fast Facts (as of December 2025)
Enrollment: 200
FRL Population: 91%
EL Population: 57.9%
Special Education Population: 20%
Homeless or deficient home population: 13.2%

Howard Gardner Community School recognizes the diverse needs of its student population, which includes high numbers of students from families with low incomes (FRL), English Learners (EL), and those experiencing homelessness. To address these diverse needs, the school's instructional program focuses on meeting the unique learning styles of all students. All teachers receive training in effective English Language Development (ELD) strategies to support the academic success of English Learners throughout the school day. Instruction is differentiated to address various learning styles and needs, with a strong emphasis on Multiple Intelligences. Small group instruction is utilized to provide targeted support for students requiring additional assistance. An inclusive model is used for all Special Education services, ensuring that students receive the necessary support within the general education environment. English Language Learners are fully integrated into the general education program and receive ongoing support through both in-class and after-school ELD programs. Additionally, to support the whole child, we offer before- and after-school care, opportunities to participate in athletics, and academic tutoring services.

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

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 20 |
| Grade 1 | 18 |
| Grade 2 | 16 |
| Grade 3 | 18 |
| Grade 4 | 21 |
| Grade 5 | 18 |
| Grade 6 | 18 |
| Grade 7 | 28 |
| Grade 8 | 21 |
| Total Enrollment | 178 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.4 |
| Male | 50.6 |
| Black or African American | 2.2 |
| Hispanic or Latino | 97.2 |
| White | 0.6 |
| English Learners | 57.9 |
| Foster Youth | 0.6 |
| Homeless | 16.9 |
| Socioeconomically Disadvantaged | 76.4 |
| Students with Disabilities | 16.3 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5 | 55.56 | 250.2 | 62.37 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 1 | 11.11 | 11.3 | 2.82 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 11.11 | 11.7 | 2.92 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2 | 22.22 | 91.9 | 22.91 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0 | 36 | 8.98 | 15831.9 | 5.67 |
| Total Teaching Positions | 9 | 100 | 401.2 | 100 | 279044.8 | 100 |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 7.4 | 74 | 245 | 65.86 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9.1 | 2.45 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.6 | 26 | 18.3 | 4.94 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 77.9 | 20.96 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 0 | 0 | 21.5 | 5.79 | 14303.8 | 5.15 |
| Total Teaching Positions | 10 | 100 | 372 | 100 | 277698 | 100 |

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

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 7 | 73.68 | 261.7 | 65.32 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 2 | 21.05 | 7.3 | 1.84 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.5 | 5.26 | 16.5 | 4.13 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 90.7 | 22.64 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0 | 0 | 24.3 | 6.06 | 13705.8 | 4.91 |
| Total Teaching Positions | 9.5 | 100 | 400.7 | 100 | 278927.1 | 100 |

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 1.00 | 2.6 | 0.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 2.6 | 0.5 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 2.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 2.00 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.5 | 27.7 | 10 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our educational program is meticulously crafted to integrate high-quality, research-based instructional materials that support our commitment to project-based learning and the theory of multiple intelligences. For mathematics, we utilize i-Ready to provide students with a blend of teacher-led instruction and personalized digital pathways, ensuring that every learner receives the targeted support or acceleration they need to master core concepts. This data-driven approach is complemented by Savvas Learning Company for English Language Arts, which offers a robust framework for literacy development through culturally relevant texts and comprehensive digital resources that engage our diverse student body in reading, writing, and language exploration.

In the fields of social studies and science, we prioritize engagement and hands-on discovery to spark student curiosity. We implement Studies Weekly for our history curriculum, utilizing its unique periodical-based format to transform social studies into an interactive storytelling experience that remains accessible for all grade levels. Science instruction is powered by Generation Genius, which delivers standards-aligned lessons and high-production video content. By grounding our core subjects in these dynamic platforms, our educators are empowered to facilitate deep, restorative learning environments where students can apply their knowledge to real-world challenges.

| Year and month in which the data were collected | 2025 December |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | SAVVAS | 0 |
| **Mathematics** | iReady | 0 |
| **Science** | Generation Genius | 0 |
| **History-Social Science** | Studies Weekly | 0 |
| **Foreign Language** | N/A | |
| **Health** | Planned Parenthood | 0 |
| **Visual and Performing Arts** | N/A | |
| **Science Laboratory Equipment (grades 9-12)** | N/A | |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Based on the Facility Inspection Tool (FIT) evaluation conducted on August 6, 2025, Howard Gardner Community Charter is currently rated in Fair condition, with an overall repair score of 88.59%. The inspection, performed by the San Diego County Office of Education, indicates that while many primary systems such as gas leaks, mechanical/HVAC, sewer, and structural integrity remain in good repair (100%), there are several widespread deficiencies across the campus that require maintenance and attention.

The most significant areas of concern involve interior surfaces, which received a "Poor" rating of 59.38%, and restrooms/fountains, which were rated "Poor" at 65%. Specific issues noted include chipped, cracked, or missing vinyl flooring and floor tiles in the 2nd-grade classroom, cafeteria, kitchenette, and staff lounge. Additionally, the inspection identified several functional and safety-related repairs needed, such as loose or corroded sink faucets in the 2nd and left bathrooms, non-working exhaust fans, and blocked fire extinguishers in the kindergarten area.

Other noted deficiencies include electrical issues, such as lights being out in the electrical room and the improper use of extension cords for small appliances in the staff lounge. There were also minor structural and safety findings, including damaged door thresholds in the cafeteria and worn treads on the stairs in Stairwell #1. The school is required to address these critical and widespread deficiencies to improve the facility's standing and ensure all areas meet the standards of "Good Repair" as defined by the State of California.

| Year and month of the most recent FIT report | August 2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | | X | plan on: flooring restoration, safety upgrades, fixtures fixed |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | | | X | plan on: mechanical & electric repairs, plumbing maintenance, dispenser repair |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | | X | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

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

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 8 | 27 | 49 | 50 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 2 | 13 | 38 | 39 | 35 | 37 |

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 121 | 117 | 96.69 | 3.31 | 27.35 |
| Female | 64 | 61 | 95.31 | 4.69 | 24.59 |
| Male | 57 | 56 | 98.25 | 1.75 | 30.36 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 117 | 113 | 96.58 | 3.42 | 28.32 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 62 | 60 | 96.77 | 3.23 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 69 | 95.83 | 4.17 | 18.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 14.29 |

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 121 | 117 | 96.69 | 3.31 | 12.82 |
| Female | 64 | 61 | 95.31 | 4.69 | 6.56 |
| Male | 57 | 56 | 98.25 | 1.75 | 19.64 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 117 | 113 | 96.58 | 3.42 | 13.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 62 | 60 | 96.77 | 3.23 | 3.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 72 | 69 | 95.83 | 4.17 | 8.70 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 3.57 |

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 6.52 | 12.5 | 3.16 | 4.64 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 34 | 32 | 94.12 | 5.88 | 12.50 |
| Female | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Male | 16 | 15 | 93.75 | 6.25 | 20.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 34 | 32 | 94.12 | 5.88 | 12.50 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 21 | 19 | 90.48 | 9.52 | 5.26 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

### 2024-25 California Physical Fitness Test Participation Rates

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |
| Grade 7 | 100% | 100% | 100% | 100% | 100% |
| Grade 9 | -- | -- | -- | -- | -- |

## C. Engagement

### State Priority: Parental Involvement

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

### 2025-26 Opportunities for Parental Involvement

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

Parents/Guardians advise and make proposals at Chats with Kat, School Site Council, Parent Advisory Committee, ELAC, and Board Meetings on:
- Community activities and fundraising events
- Planning of School events, field trips, sports programs, volunteer coordination
- Marketing of the HGCS brand
- Forming partnerships with community leaders, businesses, and other professionals.
- Parent support groups and trainings
- Parent involvement
- Speaking at head starts with HGCS staff members

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 217 | 199 | 75 | 37.7 |
| Female | 112 | 102 | 39 | 38.2 |
| Male | 105 | 97 | 36 | 37.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 210 | 193 | 72 | 37.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| English Learners | 118 | 110 | 47 | 42.7 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 43 | 37 | 29 | 78.4 |
| Socioeconomically Disadvantaged | 190 | 174 | 69 | 39.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 45 | 43 | 19 | 44.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 4.15 | 2.3 | 1.53 | 1.4 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0.01 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 4.15 | 0.00 |
| Female | 3.57 | 0.00 |
| Male | 4.76 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 4.29 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 4.24 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 6.98 | 0.00 |
| Socioeconomically Disadvantaged | 4.21 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 4.44 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The school site council has written and developed a comprehensive safety plan relevant to the needs and resources of Howard Gardner Community School (Education Code 32281, 32282).  The school site council has consulted with local law enforcement in the writing and development of the plan, as well as other school site councils and safety committees, when practical.  In addition, the school site council has consulted with other local agencies as appropriate, including health care and emergency services. The Howard Gardner Community Charter School Governing Board and the school site council has delegated the responsibility for writing and developing a school safety plan to a school safety planning committee.  It is also updated on a yearly basis. Newly adopted Safety Plan was approved by the Governing Board on 12/15/2025.

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

| D. Other SARC Information | Information Required in the SARC |
|---|---|
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 20 | 1 | 0 | 0 |
| 1 | 16 | 1 | 0 | 0 |
| 2 | 13 | 1 | 0 | 0 |
| 3 | 23 | 0 | 1 | 0 |
| 4 | 19 | 1 | 0 | 0 |
| 5 | 17 | 1 | 0 | 0 |
| 6 | 21 | 0 | 1 | 0 |
| Other | 0 | 0 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 14 | 1 | | |
| 1 | 18 | 1 | | |
| 2 | 16 | 1 | | |
| 3 | 18 | 1 | | |
| 4 | 21 | | 1 | |
| 5 | 18 | 1 | | |
| 6 | 18 | 1 | | |

## 2024-25 Ratio of Pupils to Academic Counselor

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

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 180 |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.  The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $16,320.52 | $2,787.45 | $13,533.07 | $51170.26 |
| District | N/A | N/A | $13,533.07 | |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -55.2 |
| State | N/A | N/A | $11,146 | |
| Percent Difference - School Site and State | N/A | N/A | 0.0 | -57.9 |

## Fiscal Year 2024-25 Types of Services Funded

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

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

## Fiscal Year 2024-25 Types of Services Funded

PBIS rewards

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

## Professional Development

At Howard Gardner Community School, professional development is a foundational pillar of our commitment to educational excellence and trauma-informed care. Our primary focus areas for growth include mastery of the Common Core State Standards in ELA and Mathematics, the Next Generation Science Standards (NGSS), and specialized instruction for English Language Learners. We emphasize high-leverage instructional strategies, including the use of Studies Weekly, literacy interventions, and robust data-driven instruction to ensure every student's needs are met. Furthermore, we prioritize inclusive practices by focusing on Multi-Tiered Systems of Support (MTSS), Restorative Practices, SIOP (Sheltered Instruction Observation Protocol), and verbal de-escalation techniques.

To ensure our educators have the dedicated time necessary for deep learning, professional development has transitioned to a strategic schedule consisting of full-day sessions at the beginning of the school year, on select dates following school breaks, and during designated Fridays throughout the term. To maintain a responsive and teacher-centered culture, we distribute surveys three times per year to collect feedback and data, allowing us to tailor future training to the specific evolving needs of our staff.

Implementation is supported through a collaborative ecosystem that includes instructional coaching, Professional Learning Communities (PLCs)- one for 3rd-8th grade and one for Tk-2nd grade, teacher-administrator meetings, and classroom observations with actionable feedback. We also leverage partnerships with the SELPA to enhance our support for students with special needs. Our training sessions are led by both internal experts and distinguished outside presenters, supplemented by opportunities for administrators and staff to attend national conferences and institutes focused on leadership, assessment, and the unique needs of charter school communities.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |