



HOWARD GARDNER COMMUNITY SCHOOL

2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	10	7		3				

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

HGCS utilizes a variety of curricula as its locally selected measures and tools to track progress in implementing state academic standards. These programs were chosen to support a comprehensive and engaging learning experience, fostering not only academic growth but also social-emotional development and critical thinking skills.

Locally Selected Measures/Tools and Rationale:

Frog Street TK: This research-based curriculum is used for Transitional Kindergarten to create a dynamic, hands-on learning environment. It was chosen to support the whole child by fostering early literacy, social-emotional development, cognitive growth, and physical coordination through engaging activities, songs, games, and interactive lessons.

SAVVAS MyView Literacy (K-5) & SAVVAS MyPerspectives English Language Arts (6-8): These programs are used for English Language Arts. SAVVAS MyView provides a comprehensive, interactive learning experience for K-5 students, empowering them to explore and apply reading core concepts across subjects. SAVVAS MyPerspectives for grades 6-8 aims to inspire a love of reading, writing, and critical thinking by challenging students to explore various literary genres, develop analytical skills, and express ideas confidently.

iReady Math (K-8): This curriculum was selected to foster hands-on problem-solving and critical thinking skills in mathematics. Its interactive, personalized approach encourages student independence and supports language acquisition by presenting concepts in clear, accessible language.

Generation Genius Science (K-8): This program was chosen to make science fun and engaging through hands-on experiments and interactive lessons. It fosters curiosity and critical thinking, encouraging students to explore scientific concepts in real-world contexts and build problem-solving and inquiry skills.

Caring School Community SEL Curriculum (K-8): This Social-Emotional Learning (SEL) curriculum is used to cultivate a positive, inclusive school culture where students feel valued and supported. It focuses on building emotional intelligence, empathy, and strong social connections, empowering students to thrive personally and academically.

Benchmark Hello! (Newcomers) & Benchmark Advancing Language Learning (Middle School ELL): These curricula are used to support English Language Learners. Benchmark Hello! helps newcomers build a strong foundation in English language skills, promoting confidence and cultural responsiveness. Benchmark Advancing Language Learning provides targeted language development for middle school ELLs, emphasizing real-world language use and content mastery to help students thrive in all subjects.

Summary of Progress in Implementing Academic Standards:

Based on the selection and implementation of these curricula, HGCS is actively demonstrating progress in implementing the academic standards adopted by the SBE. The chosen programs emphasize:

Holistic Student Development: Curricula like Frog Street TK and Caring School Community highlight a commitment to developing the whole child, addressing not only academic skills but also social-emotional well-being and physical coordination.

Foundational Skills and Higher-Order Thinking: The use of SAVVAS MyView and MyPerspectives for ELA, along with iReady Math and Generation Genius Science, indicates a focus on building strong foundational skills while simultaneously fostering critical thinking, problem-solving, and analytical abilities across subjects.

Personalized and Engaging Learning: Many of the selected tools, such as iReady Math and Benchmark Hello!, offer personalized and interactive approaches, suggesting an effort to cater to individual student needs and create engaging learning environments that encourage independence and confidence.

Support for Diverse Learners: The inclusion of Benchmark Hello! and Benchmark Advancing Language Learning specifically addresses the needs of English Language Learners, demonstrating a commitment to providing targeted support for language acquisition and academic success for all students.

Integration of Core Subjects and Essential Skills: The comprehensive nature of the adopted curricula, covering ELA, Math, Science, and SEL, reflects a commitment to integrating core academic standards with essential skills like communication, creativity, and critical thinking across all grade levels.

Overall, HGCS's selection of these diverse and research-based curricula suggests a proactive and multi-faceted approach to implementing state academic standards, aiming to provide a well-rounded and effective educational experience for its students.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts			3			
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

HGCS is actively implementing Career Technical Education (CTE) programs. This initiative aims to provide students with practical skills and knowledge relevant to various career pathways, further enriching their academic experience and preparing them for future success. We are completing RIASEC-based activities to help students identify their college and career paths at an early age. We have designed and made shirts and cups. We are in the purchasing phase of our 3D printer and other maker space technology.

Furthermore, HGCS is transitioning towards a project-based learning (PBL) approach across its curriculum. This pedagogical shift is designed to deepen student understanding by engaging them in real-world problems and collaborative projects, thereby fostering critical thinking, problem-solving, and creativity. We are in year 2 of implementation.

In addition, HGCS is committed to increasing academic rigor and empowering students to take greater ownership of their classroom experience. This involves challenging students with more complex tasks and encouraging them to be active participants in their learning journey, promoting independence and a deeper engagement with the academic standards.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the LEA demonstrates significant strengths and progress in fostering robust relationships between school staff and families. Our multifaceted approach ensures open communication, active participation, and a strong sense of community.

A key strength is the consistent engagement through initiatives like "Chats with Kat," which provides an informal yet direct channel for families to connect with leadership and discuss concerns or share feedback. The active

participation of families in the School Site Council further exemplifies our commitment to shared decision-making, allowing parents to directly influence school policies and programs.

We have made substantial progress in addressing family interests and concerns through regular community meetings focused on "hot topics." These gatherings provide a vital forum for dialogue, ensuring that family voices are heard and considered on issues that matter most to them. Communication is further strengthened by weekly newsletters, which keep families informed about school activities, academic progress, and important announcements, ensuring transparency and continuity.

Our progress is also evident in the successful execution of various community-building events. Showcase nights celebrate student achievements and provide opportunities for families to witness the learning process firsthand, fostering pride and connection. Assemblies also play a crucial role in bringing the school community together, celebrating successes, and reinforcing shared values. Additionally, broader community events create welcoming environments that extend beyond academics, strengthening the bonds between families, staff, and the wider community. These efforts collectively contribute to a collaborative and supportive ecosystem where families feel valued, informed, and integral to their children's educational journey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While significant progress has been made, an identified area for improvement in building relationships between school staff and families is increasing family attendance at regular monthly events and activities. We recognize the importance of consistent engagement and are exploring strategies to enhance participation, ensuring that all families feel connected and have opportunities to contribute to our school community. We are increasing our "fun days" and other attendance incentives. We also have a dedicated team to parent phone calls to get students to school.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To address the challenge of engaging underrepresented families, particularly concerning attendance and funding, the LEA has initiated several strategies. Recognizing financial barriers, we have begun hosting free events to remove cost as an impediment to participation. However, through self-reflection and partner input, we've identified that transportation remains a significant struggle for many parents in getting to the school. Moving forward, the LEA will explore and implement additional solutions to mitigate transportation challenges, such as identifying potential off-site community locations for events, collaborating with community organizations for transportation support, or leveraging technology for virtual engagement opportunities where appropriate, to ensure all families have equitable access to school activities and can build stronger connections with staff.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Our approach is characterized by a strong commitment to parental engagement, academic support, and holistic development.

A key strength lies in our unwavering dedication to parental safeguards, which are consistently offered to parents, ensuring they are fully informed of their rights and resources. We prioritize keeping families abreast of academic expectations and student progress through multiple opportunities for parents to learn of the academics at HGCS, including dedicated events and informational sessions. This commitment culminates in two weeks of parent conferences, providing ample time for individualized discussions between families and teachers about student learning and growth.

Our progress in supporting student achievement extends beyond the regular school day. We actively offer after-school tutoring and online programs for students who wanted extra support during breaks, ensuring continuous learning and addressing academic needs outside of traditional classroom hours. Furthermore, recognizing the importance of both academic and social-emotional well-being, we provide ELOP (Expanded Learning Opportunities Program) camps during breaks, specifically designed to focus on both academic enrichment and social-emotional development. These initiatives collectively underscore our commitment to a collaborative partnership with families and the community, all geared towards maximizing every student's potential and fostering their success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, an identified focus area for improvement in Building Partnerships for Student Outcomes is providing more diverse and engaging ways for parents and families to be actively involved in their child's learning journey. Moving forward, we are planning to have more family nights where parents and guardians can participate in interactive STEAM (Science, Technology, Engineering, Arts, and Mathematics) activities alongside their children. This initiative aims to foster deeper engagement, strengthen home-school connections, and provide families with practical ways to support academic growth in key areas. Before school starts we have an open house to do an activity, pick up uniforms, etc. It is a time for parents to ask questions and get support.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To enhance the engagement of underrepresented families identified during our self-reflection process, particularly in relation to Building Partnerships for Student Outcomes, the LEA is adapting its approach. Due to budgetary considerations, our dedicated community liaison role has transitioned into a joint effort amongst various staff members, ensuring that outreach and support continue to be integrated across our team. Despite this adjustment, we remain committed to providing comprehensive support. We continue to offer multiple outside resources, including dedicated assistance for foster and homeless families, and provide essential food resources through our Feeding San Diego pantry. These ongoing efforts aim to address critical needs and remove barriers to engagement, ensuring that all families, especially those who are underrepresented, feel supported and connected to the school community.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Our commitment to inclusive governance and responsive leadership is evident through multiple established channels designed to gather diverse perspectives.

A primary strength lies in the systematic collection of feedback through parent and student surveys, which are sent multiple times a year. This consistent outreach provides valuable quantitative and qualitative data on various aspects of the school environment and academic programs. Furthermore, to ensure timely and targeted input on specific

issues, Google forms for opinions on hot topics are sent after each community meeting, allowing for a broader reach beyond those who can attend in person and capturing immediate reactions and suggestions.

Significant progress is also made through the active role of the School Site Council (SSC). Through SSC, parents openly discuss concerns and changes they want to see, directly influencing school-level decisions and resource allocation. This direct dialogue mechanism empowers families to voice their needs and contribute to the continuous improvement of our educational system. These combined efforts ensure that decision-making at the LEA is informed by the lived experiences and valuable insights of our entire educational community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, a key focus area for improvement in Seeking Input for Decision-Making is increasing the overall volume of feedback received. Currently, only approximately 15% of parents respond to surveys and input forms that directly affect their child's educational experience. We recognize the importance of broader participation to ensure our decisions are truly representative of the entire school community and are exploring strategies to enhance engagement and response rates.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve the engagement of underrepresented families in our decision-making processes, particularly in light of the low survey response rates, the LEA will implement targeted strategies. Recognizing that traditional methods may not reach all families effectively, we will leverage our existing efforts to address barriers such as transportation, which has been identified as a challenge for attendance at events.

While our community liaison role is now a joint effort amongst staff due to budgetary considerations, we will empower this distributed team to conduct more direct and personalized outreach to underrepresented families. This includes exploring opportunities for one-on-one conversations, small group discussions, and culturally responsive communication methods. We will also consider offering input opportunities at community-based locations or during existing free events and assemblies, making it easier for families to participate without additional travel burdens. Furthermore, we will explore simplifying survey language, offering multiple language options, and providing clear explanations of how their input directly influences decisions that affect their child's education, thereby demonstrating the value of their participation. By making input opportunities more accessible and directly relevant, we aim to significantly increase the feedback received from all segments of our school community.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Here is the updated narrative and data based on the 2025-2026 California Healthy Kids Survey (CHKS) reports for Howard Gardner Community Charter School.

Notable structural adjustments have been made to accurately reflect the available data from the current reports: Grade 6 is evaluated within the secondary dataset, data trends align with specific racial breakdowns available for Hispanic or Latino/a student populations, and elementary indicators now reflect Grades 3, 4, and 5.

School Climate Survey Data Overview (2025-2026)

Howard Gardner Community Charter School utilizes the California Healthy Kids Survey (CHKS) to gather local climate survey data for both its elementary and secondary levels for the 2025-2026 school year, providing comprehensive insights into school conditions and climate. The CHKS offers valuable data on key indicators such as student engagement, developmental supports, perceived school safety, and student well-being. While a single overall "score" for the entire survey isn't explicitly presented, the reports provide a "Summary of Key Indicators" that collectively represent overall school climate.

Crucially, the data is extensively disaggregated by various student groups, which is a strength of the survey. For secondary students (which spans Grades 6, 7, and 8 in this report), data is broken down by Race/Ethnicity, Gender, Parental Education, English Learner status, Long-Term English Learner (LTEL) status, Special Education, and Living Situation. For elementary students (Grades 3, 4, and 5), disaggregation is provided by Race/Ethnicity and Gender. This detailed breakdown allows for a nuanced understanding of school conditions and climate across diverse student populations, enabling targeted interventions and support. Specific items analyzed from the survey include health routines, social-emotional health, and substance use, with insights into how these factors vary among student subgroups, highlighting both areas of strength and identified needs among specific student populations.

Secondary School Indicators (Grades 6–8)

Meaningful Participation at School

Grade Breakdown (Hispanic or Latino/a): In Grade 6, 30% of Hispanic or Latino/a students reported meaningful participation, compared to 48% in Grade 7 and 26% in Grade 8.

Social Emotional Distress

Subgroup Data (Hispanic or Latino/a): Among Hispanic or Latino/a secondary students, 40% in Grade 6, 33% in Grade 7, and 34% in Grade 8 reported social emotional distress.

Experienced Chronic Sadness/Hopelessness

Grade Progressions (Hispanic or Latino/a): In Grade 6, 58% of Hispanic or Latino/a students experienced chronic sadness/hopelessness, compared to 60% in Grade 7 and 50% in Grade 8.

Considered Suicide

Subgroup Data (Hispanic or Latino/a): Among Hispanic or Latino/a students, 8% in Grade 6, 27% in Grade 7, and 22% in Grade 8 seriously considered suicide in the past 12 months.

Current Alcohol or Drug Use (Past 30 Days)

Gender Disaggregation: For female secondary students, 0% in Grade 6, 19% in Grade 7, and 17% in Grade 8 reported current alcohol or drug use.

California Student Wellness Index

Living Situation Breakdown: For secondary students living with one or more parent or guardian, the standardized California Student Wellness Index score was 98.7 in Grade 6, 99.9 in Grade 7, and 91.2 in Grade 8.

Elementary School Indicators (Grades 3–5)

Note on Data Formatting: The elementary report evaluates Grades 3, 4, and 5. The responses reflect the average percentage of students reporting "Yes, most of the time" or "Yes, all of the time" for each metric scale.

Meaningful Participation at School

The average percentage of elementary students reporting positive developmental support via meaningful participation at school was 66% in Grade 3, 66% in Grade 4, and 46% in Grade 5.

Positive Behavior

The average percentage of elementary students reporting positive behavior (class/playground rule compliance, respect, and kindness) was 83% in Grade 3, 73% in Grade 4, and 86% in Grade 5.

Parent Involvement in Schooling

The average percentage of elementary students reporting active parent involvement in schooling (caring about schoolwork, asking about grades, checking homework) was 67% in Grade 3, 79% in Grade 4, and 71% in Grade 5.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Areas of Strength

1. Robust Elementary School Climate and Growth Mindset

High Academic Motivation: Elementary students exhibit strong cognitive engagement, with academic motivation peaking at **83%** in Grade 5 and **80%** in Grade 3.

Strong Social-Emotional Supports: A significant majority of elementary students feel their school teaches them to care about each other and treat others with respect, with scale averages reaching **86%** by Grade 5.

Clarity of Expectations: Elementary students demonstrate an increasing understanding of school expectations, with rule clarity moving from **50%** in Grade 3 up to **89%** by Grade 5.

Perceived Safety: General physical safety is a strong asset at the elementary level; **89%** of Grade 5 students and **86%** of Grade 4 students report feeling safe at school most or all of the time.

2. Supportive Environments and High Expectations

Adult High Expectations: Secondary educators maintain a strong culture of high expectations, which peaks in Grade 7 with **77%** of students reporting that an adult at school always wants them to do their best and believes they will be a success. At the elementary level, this metric is exceptional, reaching **100%** in Grade 4.

Parental Involvement: Elementary students perceive strong alignment between home and school, reporting a peak of **79%** parental involvement in Grade 4. For secondary students, **62%** of Grade 7 students feel the school successfully promotes parental involvement.

Identified Needs & Vulnerabilities

1. The Grade 8 Secondary Disengagement Trend

A clear developmental decline in engagement, performance, and well-being occurs as students transition into Grade 8:

School Connectedness & Motivation: School connectedness drops severely from **68%** in Grade 6 to a low of **43%** in Grade 8. Concurrently, academic motivation plunges to its lowest level (**53%**) in Grade 8.

Pervasive Boredom: **47%** of Grade 8 students rate school boredom as high (scoring 7–10 out of 10). Furthermore, **11%** of Grade 8 students explicitly view school as completely worthless and a waste of time.

Focus Obstacles: Chronic difficulty focusing on schoolwork climbs steadily from **25%** in Grade 6, to **54%** in Grade 7, and reaches a peak of **63%** in Grade 8.

2. Mental Health and Well-Being Concerns

Data disaggregated by race/ethnicity and gender reveals urgent social-emotional intervention needs:

Chronic Sadness among Hispanic or Latino/a Students: More than half of all Hispanic or Latino/a secondary students experience chronic sadness or hopelessness, peaking at **60%** in Grade 7.

Suicidal Ideation: Contemplation of suicide is notably elevated among Hispanic or Latino/a secondary populations, spiking sharply to **27%** in Grade 7 and remaining high at **22%** in Grade 8.

Plunging Life Satisfaction: Overall optimism drops to a low of **20%** by Grade 8, while general life satisfaction collapses from **69%** in Grade 7 to just **28%** in Grade 8.

3. Vulnerable Subgroup Disparities

Disaggregating the data highlights pronounced inequities for specific student groups:

English Learners (EL): Current English Learners experience severe structural barriers. **62%** of EL secondary students are chronically absent (missing school 3 or more times in the past 30 days), compared to only **18%** of their non-EL peers. Furthermore, **74%** of EL secondary students report feeling close to people at school, yet they score lower on long-term wellness index components.

Elementary Grade 5 Meaningful Participation: While Grade 3 and 4 elementary students report high opportunities for meaningful participation (**66%**), this drops drastically to **46%** in Grade 5, indicating a lack of structured leadership opportunities for the oldest elementary cohort.

Socioeconomic / Parental Education Inequity: Secondary students whose parents did not finish high school or only graduated high school display empty reporting cells across key support metrics due to low survey participation or response drops, highlighting a need for targeted connection with these families.

Declining Student Wellness: The standardized California Student Wellness Index maps a clear downward trajectory for students living in a home with one or more parent or guardian, declining from a positive **100.7** in Grade 7 down to **91.0** in Grade 8.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address these data-driven insights and ensure continuous improvement, the LEA will leverage and expand its robust internal counseling team and wellness assets. To proactively counter the mental health concerns and chronic sadness observed in the middle school grades, our full-time school psychologist and full-time Wellness Coach will collaborate to refine our localized social-emotional support groups. These targeted small-group interventions will focus heavily on building optimism and coping mechanisms for secondary student groups experiencing high emotional distress. Furthermore, our certified therapy dog, Thunder, will be strategically integrated into counseling routines and scheduled middle school advisory periods to lower student anxiety and rebuild school connectedness among disengaged cohorts. Recognizing the early drop-off in meaningful participation and the value of early intervention, the LEA will expand these counselor-led social-emotional groups to include 4th, 5th, and 6th-grade students in the upcoming school year, ensuring a smoother emotional transition into middle school.

In tandem with these wellness interventions, the LEA will implement practical instructional modifications to support classroom focus and attendance. To directly assist the 63% of Grade 8 students facing attention limitations, teaching procedures will focus on scaffolded lessons, routine focus checks, and flexible classroom seating options to maximize engagement. To mitigate the high boredom rates, teachers will incorporate more choice-driven student activities into their lesson plans to boost academic motivation and meaningful participation. Finally, to dismantle the barriers driving the 62% chronic absenteeism rate among current English Learners, the LEA will revise its attendance procedures. Staff will shift from standard truancy tracking to a collaborative outreach method, coordinating with the multi-lingual counseling team to connect families with bilingual school resources and community supports to ease the non-academic factors keeping these students away from campus.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

According to Fall 1 data, Howard Gardner Community School serves approximately 200 students in grades TK–8 with the following demographics: 97.8% Hispanic or Latino, 76.1% Socioeconomically Disadvantaged, 54.4% English Learners (EL), 30.6% Homeless Youth, and 17.8% Students with Disabilities (Special Education). Howard Gardner Community School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of Howard Gardner Community School’s educational program.

Howard Gardner Community School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include master schedule, student course schedule (semester), report cards, student presentations, showcases, and parent/teacher conference reports. Also, IEP audits are frequently conducted as well as integrated and targeted ELL instruction and intervention. In addition, this will be verified by the principal during classroom observations to ensure classroom schedules are being followed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Howard Gardner Community School ensures that 100% of its students, including those in unduplicated groups and students with exceptional needs, have full access to a comprehensive curriculum. All students in transitional kindergarten through eighth grade are enrolled in core subjects such as English Language Arts, mathematics, science, social studies, and physical education, which includes a nutrition component.

Beyond the core curriculum, students in these grades also have the opportunity to enroll in a variety of elective courses based on their individual interests. These electives include Art, Dance, Theater, Leadership, and multicultural courses.

Crucially, there are no disparities in course accessibility across any student groups at Howard Gardner Community School. All students receive equitable opportunities to engage with this broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Currently, Howard Gardner Community School reports no barriers preventing any student from accessing a broad course of study. We've successfully ensured that 100% of our students have full access to our comprehensive curriculum.

We remain committed to maintaining this level of access and will continue to actively monitor our programs to ensure no barriers emerge in the future that could impact student access to a broad course of study.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Given our current success in providing all students at Howard Gardner Community School with access to a broad course of study, no immediate revisions or new actions are planned. We're proud to report that our current approach effectively ensures all students have the access they need.

However, our commitment to equitable access is ongoing. We will continue to meticulously monitor our data to proactively identify any potential shifts or emerging needs. Should this monitoring reveal areas where access could be improved or is at risk, we are prepared to implement necessary revisions and actions to ensure continued success.

To further solidify this commitment, we will be implementing a sustainable professional learning community (PLC) model. This PLC will serve as a dedicated forum for staff to collaboratively analyze data related to broad course of study access, share best practices, and address any challenges that may arise, ultimately ensuring our continued success in this vital area.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					