

Howard Gardner Community Charter School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

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	Beverly Bautista
E-mail Address	bbautista@hgcschool.org
Web Site	www.hgcschool.org
CDS Code	37680230124321

District Contact Information	
District Name	Howard Gardner Community Charter
Phone Number	(619) 934-0300
Superintendent	Beverly Bautista
E-mail Address	bbautista@hgcschool.org
Web Site	www.hgcschool.org

School Description and Mission Statement (School Year 2016-17)

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

Howard Gardner Community School's Fast Facts (as of December, 2016)

Enrollment: 221

FRL Population: 88.5%

EL Population: 43%

Special Education Population: 12%

Homeless or deficient home population: 17%

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

Mission Statement:

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	28
Grade 1	16
Grade 2	26
Grade 3	24
Grade 4	27
Grade 5	28
Grade 6	21
Grade 7	22
Grade 8	12
Total Enrollment	204

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0
Asian	1.5
Filipino	0
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.5
White	5.4
Two or More Races	0
Socioeconomically Disadvantaged	85.3
English Learners	53.4
Students with Disabilities	13.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	10	10	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.5	10.5
All Schools in District	96.4	3.6
High-Poverty Schools in District	95.0	5.0
Low-Poverty Schools in District	98.4	1.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2016 December

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Education (Grades K-2) Engage NY (Grades 3-8) Lucy Caulkins Writing (Grades K-8)	Yes	0
Mathematics	Eureka Math (Grades K-8) Kahn Academy (Online) TenMarks (Online)	Yes	0
Science	Zingy Learning (Online) - Grades 4-8		

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/30/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Playground: Ground is leaking water under fountain

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/30/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		2nd grade classroom: Electrical outlet Staff Lounge: Stained ceiling tile; will purchase new light cover
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Staff Lounge: Stained ceiling tile; will purchase new light cover
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/30/2017				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	24	47	55	62	44	48
Mathematics	14	34	43	48	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	21	95.5	47.6
	4	27	24	88.9	62.5
	5	30	29	96.7	37.9
	6	21	21	100.0	52.4
	7	22	21	95.5	42.9
	8	13	13	100.0	30.8
Male	3	--	--	--	--
	4	11	8	72.7	50.0
	5	15	15	100.0	33.3
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	12	12	100.0	58.3
	4	16	16	100.0	68.8
	5	15	14	93.3	42.9
	6	12	12	100.0	50.0
	7	15	14	93.3	42.9
	8	--	--	--	--
Black or African American	4	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	18	18	100.0	44.4
	4	24	21	87.5	66.7
	5	27	26	96.3	30.8
	6	15	15	100.0	40.0
	7	20	19	95.0	36.8
	8	13	13	100.0	30.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	21	20	95.2	45.0
	4	22	20	90.9	65.0
	5	24	23	95.8	34.8
	6	17	17	100.0	52.9
	7	21	20	95.2	40.0
	8	11	11	100.0	36.4
English Learners	3	12	12	100.0	25.0
	4	15	12	80.0	58.3
	5	14	13	92.9	23.1
	6	--	--	--	--
	7	11	10	90.9	20.0
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	21	95.5	47.6
	4	27	27	100.0	55.6
	5	30	30	100.0	20.0
	6	21	21	100.0	33.3
	7	22	22	100.0	27.3
	8	13	13	100.0	15.4
Male	3	--	--	--	--
	4	11	11	100.0	54.5
	5	15	15	100.0	20.0
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	12	12	100.0	66.7
	4	16	16	100.0	56.3
	5	15	15	100.0	20.0
	6	12	12	100.0	16.7
	7	15	15	100.0	33.3
	8	--	--	--	--
Black or African American	4	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	7	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	18	18	100.0	38.9
	4	24	24	100.0	58.3
	5	27	27	100.0	11.1
	6	15	15	100.0	20.0
	7	20	20	100.0	20.0
	8	13	13	100.0	15.4
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	21	20	95.2	45.0
	4	22	22	100.0	59.1
	5	24	24	100.0	12.5
	6	17	17	100.0	29.4
	7	21	21	100.0	28.6
	8	11	11	100.0	18.2
English Learners	3	12	12	100.0	33.3
	4	15	15	100.0	53.3
	5	14	14	100.0	7.1
	6	--	--	--	--
	7	11	11	100.0	9.1
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	38	57	71	67	62	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	43	42	97.7	57.1
Male	22	21	95.5	61.9
Female	21	21	100.0	52.4
Hispanic or Latino	40	39	97.5	53.9
Socioeconomically Disadvantaged	35	34	97.1	58.8
English Learners	20	20	100.0	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20	36.7	3.3
7	23.8	33.3	4.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

HGCS welcomes volunteers and parent involvement in our school. Parents/Guardians and volunteer can coordinate with teachers as well as the front office for volunteer activities. As part of our parent contract, all parents have agreed to volunteer 30-hours per school year per family. These hours may be fulfilled in many ways, working at school, including doing tasks at home or on the weekends. It is our intention to make volunteering for the school a positive experience that takes into consideration the busy lives we all lead.

The Parent Advisory Council is composed of parents and reports to the board regularly. They advise and make proposals to the Leadership Council, Administrative Team and School Governing Board and work on:

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	1.4	1.3	0.8	0.7	0.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Before adopting its comprehensive school safety plan, the school safety planning committee held a public meeting at the school on May 22nd, 2013 in order to allow members of the public the opportunity to express an opinion about the school safety plan.

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	43.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			23		1		23		1	
1	23		1									
2	18	1			24		2		24		2	
3	16	1			23		1		23		1	
4	21		1		20	1			20	1		
5					24		1		24		1	
6	27		1		16	1			16	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	48			1	18	2			18	2		
Mathematics	48			1	18	2			18	2		
Science	48			1	18	2			18	2		
Social Science	48			1	18	2			18	2		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	0	N/A
Other	0.2	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	1	261351	1663638	47959
District	N/A	N/A	0	\$71,827
Percent Difference: School Site and District	N/A	N/A		-33.2
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	29204.9	-36.2

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

Types of Services Funded (Fiscal Year 2015-16)

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

- Tutoring
- Homework club
- Enrichment programs (e.g. Electives)
- Awards Assemblies
- 1:1 student-laptop ratio
- English Language Development
- Special Education
- Professional Development
- Psychological services
- Social services

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,210	\$44,573
Mid-Range Teacher Salary	\$69,717	\$72,868
Highest Teacher Salary	\$92,864	\$92,972
Average Principal Salary (Elementary)	\$122,938	\$116,229
Average Principal Salary (Middle)		\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$252,443	\$201,784
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

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

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