

# Hearthstone School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Hearthstone School
<b>Street</b>	1859 Bird St.
<b>City, State, Zip</b>	Oroville, CA, 95965
<b>Phone Number</b>	(530) 532-5644
<b>Principal</b>	Nick Catomerisios
<b>Email Address</b>	ncatomerisios@bcoe.org
<b>Website</b>	www.hearthstoneschool.net
<b>County-District-School (CDS) Code</b>	04 10041 0430090

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Hearthstone Charter School
Phone Number	(530) 532-5761
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
Website	www.bcoe.org

## School Description and Mission Statement (School Year 2020-2021)

Hearthstone School is a locally-funded, dependent, public charter school authorized by the Butte County Board of Education and administered by the Butte County Superintendent of Schools through Butte County Office of Education's Student Programs and Educational Supports Division. Hearthstone offers free and appropriate educational services through alternative instructional programs for those students who are not well-served by the existing comprehensive public school environment.

Like all California public schools, Hearthstone is implementing the California State Standards. Hearthstone believes that learning best occurs in an interconnection of home, classroom and/or community, where parents, students, teachers and community members, as educational partners, are mutually invested in student success.

Hearthstone is designed to prepare students for life in the 21st century through development of strong academic skills and applied life skills, use of technology and the arts in learning and communicating, authentic and performance-based assessment, integration of a wide range of community resources, development of interpersonal and cognitive skills and growth of personal qualities. This program is designed to prepare students to become active agents in the lifelong learning process; to become responsible, effective and productive citizens; to exert influence responsibly and to affect positive, successful change in their lives.

### **Hearthstone School's specific Mission and Vision are as follows:**

Mission: To bring inspiration and personalization to every student's educational experience.

Vision: Establish collaborative partnerships that provide a safe, personalized learning experience where students develop special talents and individual responsibility that enable them to achieve their potential and become knowledgeable, productive citizens.

Hearthstone's School Plan for Student Achievement is written into the Local Control Accountability Plan which allows for alignment of school goals. Hearthstone has two goals: (Goal #1) All Hearthstone students will be prepared to transition successfully into subsequent educational levels and the workforce. (Goal #2) All Hearthstone students will learn in safe, consistent, nurturing environments. Hearthstone uses a Site Plan Self-Evaluation to develop the school needs assessment and provide quarterly progress monitoring of the local and state indicators.

Hearthstone offers a number of schoolwide programs for all students. These programs include English Language Arts and Mathematics intervention services, career exploration courses, Positive Behavior and Interventions and Supports, support classes, counseling services, parent support classes, and 1:1 technology.

### **COVID-19 AND WILDFIRE IMPACT**

Hearthstone has been impacted by school closures multiple years in a row. The county's first experience with closures was during the Oroville Dam crisis in 2017-2018, then the Paradise Camp Fire in 2018-2019 and now the COVID-19 Pandemic in 2019-2020 and both the pandemic and the Bear Fire impacting Oroville, CA and surrounding communities in Butte County.

Each spring, LEA administration and site principals work diligently to compile the annual data driven Needs Assessment to begin budgeting for the Annual LCAP. Ultimately, the best designed plans are impacted by these ongoing closures. Additionally, grant funding made available after the fact, or in large sums with a short-time period to spend offset recovery costs associated with the closures, but also create budgeting conflicts with other restricted funding sources. Additionally, recovery efforts from the dam crisis, the fire and now COVID, have left many students, staff and families emotionally and physically exhausted. Due to ongoing closures, the LEA continues to direct funding to support trauma responsiveness, social emotional well-being, as well as increase the focus on improving student engagement, as determined in a root cause analysis Winter 2019.

Additionally, Hearthstone students and families have been impacted by the shift to full independent study in the following ways:

1. Families depend on the hybrid model of instruction to support high-quality first instruction.
2. The hybrid model provides a greater opportunity to create positive school relationships and social-emotional learning.
3. Students rely on the school for a productive learning environment with access to online instructional materials.

Staff have also been greatly affected by the ongoing trauma to both self and others in Butte County in recent years and are trying to navigate how to best meet their own needs while also trying to be a support to the students and families served.

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	8
<b>Grade 1</b>	5
<b>Grade 2</b>	12
<b>Grade 3</b>	4
<b>Grade 4</b>	7
<b>Grade 5</b>	4
<b>Grade 6</b>	14
<b>Grade 7</b>	16
<b>Grade 8</b>	27
<b>Grade 9</b>	12
<b>Grade 10</b>	31
<b>Grade 11</b>	27
<b>Grade 12</b>	31
<b>Total Enrollment</b>	198

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	3
Asian	0.5
Hispanic or Latino	26.3
Native Hawaiian or Pacific Islander	0.5
White	61.6
Two or More Races	5.1
Socioeconomically Disadvantaged	79.8
English Learners	2.5
Students with Disabilities	17.7
Foster Youth	1.5
Homeless	3.5

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	15	17	49
Without Full Credential	2	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	13	13	20

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

All curriculum is from the most recent adoption. Percent of students lacking their own assigned curriculum is 0%.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity for Educators, September 2017 Wonders - McGraw-Hill Education, June 2016 Houghton Mifflin Legacy of Literature June 2004 McDougal-Littell Language of Literature June 2005 Prentice Hall Timeless Voices, Timeless Themes June 2005	Yes	0
<b>Mathematics</b>	Carnegie, National Math Series, Course 1, 2, 3, Integrated Math 1 September 2014 Carnegie, National Math Series, Integrated Math 2 April 2015 Carnegie, National Math Series, Integrated Math 3 May 2015 Houghton-Mifflin CA Math Expressions Common Core September 2015 Edgenuity for Educators, September 2017	Yes	0
<b>Science</b>	Delta Education FOSS May 2007 Glencoe/McGraw-Hill California Science June 2005 McGraw-Hill Science June 2005 Macmillan/McGraw-Hill California Science May 2007 Holt, Rinehart & Winston Earth Science, CA Edition May 2003 Prentice Hall Focus on Earth Science, CA Edition June 2006 Holt, Rinehart & Winston Life Science, CA Edition May 2003 Prentice Hall Focus on Life Science, CA Edition June 2006 Holt, Rinehart & Winston Physical Science, CA Edition May 2003 Prentice Hall Focus on Physical Science, CA Edition June 2005 Holt, Rinehart & Winston Holt California Physical Science June 2006	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Glencoe/McGraw-Hill Focus On Series May 2007 Prentice Hall Science Explorer June 2006 Glencoe/McGraw-Hill Glencoe Biology May 2007 Prentice Hall Life Science June 2006 Holt Science & Technology: CA Edition June 2006 McDougal-Littel Earth Science June 2006 Globe Fearon Concepts & Challenges June 2005 Holt Science Spectrum-Physical Science with Earth and Space Science August 2015 Pearson Biology May 2016 Edgenuity for Educators, September 2017		
<b>History-Social Science</b>	Harcourt Publishers Reflections: California Series June 2006 Macmillan/McGraw-Hill California Vistas June 2006 Glencoe/McGraw-Hill Discovering Our Past June 2006 Oxford University Press Oxford CA History-Social Science Program May 2007 Glencoe/McGraw-Hill American Government, Democracy in Action June 2006 Glencoe World HistoryModern Times June 2006 Holt, Rinehart & Winston: Modern World History, The Human Journey 2006 Glenco Economics: Principles & practices June 2006 Glencoe/McGraw-Hill Economics: Today and Tomorrow June 2006 Globe Fearon World History June 2005 Edgenuity for Educators, September 2017	Yes	0
<b>Foreign Language</b>	Glencoe Buen Viaje! Spanish 1 June 2005 Glencoe Buen Viaje! Spanish 2 June 2005	Yes	0
<b>Health</b>	Macmillan/McGraw-Hill Health and Wellness June 2006 Glencoe/McGraw-Hill Teen Health June 2005 Globe Fearon Health June 2004 Glencoe Health and Wellness June 2005 Edgenuity for Educators, September 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Positive Prevention Plus and Edgenuity Courses have been added to address the requirements for Sex Ed Curriculum.		
<b>Visual and Performing Arts</b>	Glencoe Art In Focus May 2007 Glencoe/McGraw-Hill Music! It's Role & Importance in Our lives Feb 2010 Glencoe Creating and Understanding Drawings May 2007 Glencoe Art Talk May 2007 Perfection Learning Basic Drama Projects May 2008	Yes	0

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

## School Facility Conditions and Planned Improvements

The Hearthstone School facility is less than a decade old. It is a small school with eight classrooms, including three portables, a library and individual teacher/student meeting space for independent study. The campus has a large yard that is maintained by Maintenance and Operations. The facility is cleaned daily and kept in excellent condition by Maintenance and Operations janitorial services. Recent safety updates were made to the building, including indoor/outdoor intercom system, new fencing to ensure one point of entry into the school, and a quick release door locking system for all classroom and office doors. The Butte County Office of Education Maintenance and Operations staff work collaboratively with the site principal to ensure that the school is kept in good repair using a work order system that ensures work is completed in a timely manner.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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. 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); 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	31	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### Career Technical Education Programs (School Year 2019-2020)

Hearthstone has two complete CTE Programs aligned with model CTE curriculum standards.

#### Art Media and Entertainment - Performing Arts

- Program Sequence: Intro to Performing Arts - Intermediate to Performing Arts - Advanced Performing Arts
- Advisory Representatives include school district administration, CTE teachers, students, and local theatre companies and local theatre college personnel.

#### Art Media and Entertainment - Design, Media, and Visual Arts

- Program Sequence: Digital Photo 1 - Digital Yearbook - Digital Photo 2
- Advisory Representatives include school district administration, CTE teachers, students, and local businesses in the field of photography and digital arts.

The CTE programs reach students at Hearthstone in grades 6-12. Career readiness is embedded in the CTE coursework and offered through school-wide presentations focused on post-secondary vocational programs. All 9th graders encouraged to participate in a Career Exploration course that introduces the pathways at Hearthstone and other post-secondary pathways. Hearthstone General Education and CTE Teachers collaborate to integrate core academic content into the CTE coursework. Hearthstone has one CTE course which is articulated with the local community college. Student outcomes are measured through course completion, employment readiness checklist, and post-secondary college and career participation rates conducted through an annual survey. Hearthstone uses collaborative partnerships with the county CTE office and school counselors to ensure all students at Hearthstone have equitable access to CTE courses and post-secondary opportunities. The pathways are open to all students on campus, and Hearthstone makes accommodations when necessary.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	58
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.7

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.02
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	3.33

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Hearthstone provides options for parents who are looking within the existing public school system for alternative educational approaches that will afford students opportunities to participate in an innovative, high quality, performance-based education that meets measurable student learning outcomes. Hearthstone acknowledges and values parental involvement as a powerful influence on student achievement and a key predictor of a student's academic and personal success.

Hearthstone addressed parent involvement in its single school site plan, the Local Control Accountability Plan (LCAP), by establishing action steps to continue to improve family engagement. Staff encourage and support the meaningful engagement of parents and stakeholders.

Hearthstone has a site council consisting of parents, students, teachers, administrators and other school staff that provide input and make recommendations on program direction in all areas including but not limited to curriculum, staff development, resource allocation and recruitment and selection of staff. In addition, representatives oversee development and resource allocation for the LCAP. Hearthstone creates a culture of collaborative leadership in advisory bodies to improve the program and promote the academic achievement and personal well-being of students.

Hearthstone has a parent education program consisting of parents, staff, and community members to provide parents activities to further develop/enhance a parent's role in his/her students' education. These meetings are co-led by parents, staff, and community members.

The school employs a Parent Liaison who provides numerous opportunities for parents/guardians/caregivers to become involved in their child's school and acquire heightened confidence in their parenting skills. Parents/guardians/caregivers receive consistent communication from the school regarding student progress, parent trainings, and school events. Parents and teachers of students in grades TK-12 form an educational team that supports parents to develop a positive perspective on education, strengthen relationships with the school and learn to advocate for their children.

For more information on Parent Involvement at Hearthstone School, please contact Nick Catomerisios, Principal at 2280 6th Street, Oroville, CA 95965 or telephone (530) 532-5848.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Dropout Rate</b>	13.2	15.2	15.2	23.1	20.9	22.4	9.1	9.6	9
<b>Graduation Rate</b>	71.1	60.6	78.8	63.6	61.9	67.2	82.7	83	84.5

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	3.2	1.1	2.5	2.4	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.7	19.1	2.6
Expulsions	0.0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

Hearthstone is committed to providing a safe and secure environment for students and employees. Hearthstone annually reviews its Comprehensive Safe School Plan with the School Site Council. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

Hearthstone identified two key elements/goals of the Comprehensive School Safety Plan:

- 1) Physical Environment Goal: Create a safe and clean physical environment that communicates respect for learning and individuals.
- 2) School Climate Goal: Create a caring, connected and safe school community utilizing the support of Positive Behavioral Interventions and Supports.

Hearthstone reviewed their Comprehensive School Safety Plans with School Site Council and gained approval from the School Site on 10-19-2020. In Spring 2021, Hearthstone will be aligning its Comprehensive Safety Plan 2020 with BCOE safety procedures.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	13	5										
2	18	5										
5	25		5									
6									12	5	1	
Other**									13	12		

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	7	28			6	28			13	13	1	1
Mathematics	9	18			9	16			8	12	1	
Science	7	18			8	12			14	8	1	1
Social Science	5	33	1		7	27			8	18		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	198

\*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.

### Student Support Services Staff (School Year 2019-2020)

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,814	2,102	11,712	63,947
District	N/A	N/A	3,789	67,653
Percent Difference - School Site and District	N/A	N/A	102.2	-5.6
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	40.7	

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

## Types of Services Funded (Fiscal Year 2019-2020)

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### LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through Charter School Site Funds and Proposition 20 Lottery Funding
- Educational support services through Title 1, Part A
- Support for homeless students through Title 1, Part A
- Career Technical Education through CTEIG
- Professional Learning for Teacher Quality and professional growth through Title I, Part A and Title II, Part A
- Services for English Learner students (professional development for academic support plans and reports to parents), Title I, Part A
- Family Engagement including Family Engagement Plan coordination, Translation services and curriculum selection, Title I, Part A
- Student Information Systems (SIS) training, implementation and support (behavior and academic data tracking and record management), Title I, Part A
- Local Assessment and intervention platforms, training, implementation and support Title I, Part A
- Academic and behavioral coaches Title I, Part A
- Technology support to access online assessments, intervention and supplemental curriculum Title I, Part A
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance
- Transition Specialist and Administrative Support, Title I, Part D

### Site Title I, Part A Allocations:

- Intervention services in English and Math
- Class-size/Grade-span Reduction Teachers
- School Counselor
- Parent Liaison and Parent Engagement Activities/Materials
- Leadership/career programs



## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	13

The LEA aligns professional development paid from federal funding to align with LCAP and SPSA goals and action steps designed to support high-risk youth. A needs assessment is distributed to all staff (principals, teachers, support staff and other school leaders) and the data is reviewed in administrative meetings for next steps. The LEA then distributes a survey of appropriate LEA funded professional learning opportunities to determine site interest and LEA resources. Based on this data, the LEA distributes a final survey requesting participant names for each professional learning opportunity being offered. When professional development is needed that cannot be funded by the LEA, schools sites take on responsibility for filling need using site allocated funds.

### IDENTIFIED NEED

All professional learning is aligned with the LEA Strategic Plan and LCAP/SPSA Goals. All data is captured annually in the LEA Self- Assessment in which progress is measured and actions are continued or discontinued. For the 2014-2017 school years the main focus for professional development concentrated on the Common Core State Standards (CCSS), implementing Positive Behavior Supports and Interventions (PBIS), and Professional Learning Communities (PLC's). Hearthstone School continued with BCOE's state standards implementation plan and professional development workshops were offered to assist with instructional strategy support, student engagement, and high quality instruction. Hearthstone staff was provided information about the state standards and the Smarter Balanced Assessment System (SBAC). During the 2017-2021 school years Hearthstone is committed to building and sustaining a culture of continuous improvement. Staff have participated in ongoing professional development opportunities including staff meetings, student-centered coaching support, and additional collaboration to assist with professional growth. Some of the areas of focus are the CA State Standards (CCSS), Positive Behavior Intervention Support Program (PBIS), Big Picture Learning, Multi Tiered Systems of Support (MTSS) and trauma informed training, Aeries Gradebook and Intervention.

### TYPES OF PROFESSIONAL DEVELOPMENT

In 2020-2021, Hearthstone staff also participated in additional professional development opportunities including five Next Generation Science Standards implementation half day trainings and four ELA/social studies content area integration half day trainings. The trainings are also intended to support integration of social emotional learning and create highly engaging student interest based courses of study. To support increased academic engagement efforts, an LEA implementation team attended three half day trainings to support Advisory implementation and various staff participated in a Fall 2020 return to school series with Big Picture Learning.

During the 2019-2020 school year BCOE implemented a push-in professional development model to bring the training to the teachers and staff at their site in areas of identified need. This type of professional development received positive feedback and continues in 2020-2021. Trainings are provided before and after school, during staff meetings, and at times, in the classroom with students and staff directly. Additionally, one of our staff provides Student Centered Coaching to elementary staff. All of our teachers are given the opportunity to participate in 4 or 6 week Student Centered Coaching cycles throughout the year.

### BUILDING STAFF CAPACITY

The LEA hosts monthly full day administrative meetings. During these meetings time is set aside for professional learning, including professional development sessions in which guest speakers sometimes present. The Director of Alternative Education also provides 1:1 instructional leadership support for site administration. In addition, the LEA offers student centered coaching to collaboratively support teachers with behavior, instructional planning and implementation. This provides staff with on-site direct support for professional growth and improvement that is relevant to day-to-day work in the classroom and school improvement efforts.

Hearthstone has participated in the implementation of PBIS and ongoing professional development over the past four years. Hearthstone sends PBIS Team members to applicable professional development trainings as a means to move Hearthstone's PBIS plan forward. Team members, as a result, train staff on the components of PBIS and how to support all students through the use of the initiative. Hearthstone staff participates in ongoing opportunities for professional growth, including conferences, workshops and regularly scheduled staff meetings. Staff are strongly committed to building and sustaining a culture of continuous improvement as Professional Learning Communities (PLC) that promote a high level of instructional leadership and professional learning to ensure great teaching for every student every day. PLCs develop the capacity of staff to work collegially and effectively as collaborative teams, acquire knowledge and skills and improve professional practices to ensure learning and achievement for all students.

BCOE Student Programs and Educational Supports (SPES) has established a systematic process that identifies teachers and coordinators as leaders and coaches and provides trainings to increase their knowledge of research-based coaching strategies that focus on student needs and outcomes. Over the past four (4) years, SPES participates in professional development on the implementation of student-centered coaching. SPES administration and Coordinators of Instruction continue to create coaching partnerships with teachers, through the Student-Centered Coaching model, to collaboratively support teachers with behavior, instructional planning and implementation.

Half day PD: 10

Full day PD: 3