

# Hearthstone School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Hearthstone School
<b>Street</b>	2280 6th Street
<b>City, State, Zip</b>	Oroville, CA, 95965
<b>Phone Number</b>	(530) 532-5848
<b>Principal</b>	Nick Catomerisios - Principal
<b>Email Address</b>	ncatomerisios@bcoe.org
<b>School Website</b>	hearthstoneschool.net
<b>County-District-School (CDS) Code</b>	04 10041 0430090

## 2022-23 District Contact Information

<b>District Name</b>	Hearthstone Charter School
<b>Phone Number</b>	(530) 532-5761
<b>Superintendent</b>	Mary Sakuma
<b>Email Address</b>	msakuma@bcoe.org
<b>District Website Address</b>	www.bcoe.org

## 2022-23 School Overview

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 Support Division. Hearthstone offers free and appropriate educational services through alternative instructional programs for those students who are in need of a different educational environment other than a 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 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 offers a number of schoolwide programs for all students including English Language Arts and Mathematics intervention services, career exploration courses, Positive Behavior and Interventions and Supports, support classes, counseling services, parent engagement activities and 1:1 technology.

## 2022-23 School Overview

Butte County students have a high level of Adverse Childhood Experiences due to recent environmental and health-related school closures. Staff have also been greatly affected by the ongoing trauma to both self and others in Butte County in recent years, navigating how best to meet their own needs while also trying to be a support to the students and families.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	17
Grade 1	4
Grade 2	8
Grade 3	9
Grade 4	9
Grade 5	6
Grade 6	10
Grade 7	14
Grade 8	10
Grade 9	12
Grade 10	21
Grade 11	20
Grade 12	18
<b>Total Enrollment</b>	<b>158</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	1.3
Asian	0.0
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	33.5
Native Hawaiian or Pacific Islander	1.9
Two or More Races	8.2
White	54.4
English Learners	1.9
Foster Youth	0.0
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	79.1
Students with Disabilities	15.2

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	53.26	59.90	62.07	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.07	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.80	0.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.10	46.68	25.10	26.02	12115.80	4.41
Unknown	0.00	0.00	8.60	8.97	18854.30	6.86
<b>Total Teaching Positions</b>	15.30	100.00	96.50	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	7.10	
<b>Total Out-of-Field Teachers</b>	7.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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 2017 McDougal-Littel Language of Literature 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>	Glencoe/McGraw-Hill California Science June 2005 Macmillan/McGraw-Hill California Science May 2007 Holt, Rinehart & Winston Earth Science, CA Edition May 2003 Holt, Rinehart & Winston Life Science, CA Edition May 2003 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 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	Yes	0
<b>History-Social Science</b>	Harcourt Publishers Reflections: California Series June 2006 Macmillan/McGraw-Hill California Vistas 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 History Modern 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 Globe Fearon Health June 2004 Glencoe Health and Wellness June 2005 Edgenuity for Educators, September 2017 Positive Prevention Plus and Edgenuity Courses have been added to address the requirements for Sex Ed Curriculum.	Yes	0
<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
<b>Science Laboratory Equipment (grades 9-12)</b>	Electronic Scales Compound Light Microscopes	Yes	0

### 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 spaces 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.

**Year and month of the most recent FIT report**

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



**Overall Facility Rate**

Exemplary	Good	Fair	Poor
X			

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	35	N/A	42	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	14	N/A	28	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	85	78	91.76	8.24	34.62
<b>Female</b>	39	36	92.31	7.69	41.67
<b>Male</b>	45	41	91.11	8.89	26.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	27	23	85.19	14.81	26.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	11	100.00	0.00	27.27
<b>White</b>	46	43	93.48	6.52	39.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	67	61	91.04	8.96	29.51
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	85	78	91.76	8.24	14.10
<b>Female</b>	39	36	92.31	7.69	11.11
<b>Male</b>	45	41	91.11	8.89	17.07
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	27	24	88.89	11.11	16.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	11	11	100.00	0.00	18.18
<b>White</b>	46	42	91.30	8.70	11.90
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	67	61	91.04	8.96	9.84
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	26.92	20.75	5.56	0	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	57	53	92.98	7.02	20.75
<b>Female</b>	36	35	97.22	2.78	14.29
<b>Male</b>	21	18	85.71	14.29	33.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	12	11	91.67	8.33	27.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	34	94.44	5.56	17.65
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	45	42	93.33	6.67	23.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100	0	27.27

## 2021-22 Career Technical Education Programs

Hearthstone has two complete and one introductory 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.

### Information and Communication Technologies - Software and Systems Development

Program Sequence: Coding and Robotics-Introductory Course

Advisory Representatives include school district administration, CTE teachers, students, and local businesses in the field of robotics and software coding

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 are 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 any necessary accommodations to support student participation.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.18
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	71%	82%	82%	82%	82%
Grade 9	95%	95%	95%	95%	95%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

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 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 educational partners.

Hearthstone has a School 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 and enhance a parent's role in his/her students' education. These meetings are co-led by parents, staff, and community members. Due to staffing shortage, these activities were less frequent in the 21-22 school year.

The Parent Liaison 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 form an educational team to support parents in developing a positive perspective on education, strengthening relationships with the school and promoting advocacy for their children.

For more information on parent involvement at Hearthstone School, please contact Nick Catomerisios, Principal at (530) 532-5848.



## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		16.7	11.1		18.1	19.1		8.9	7.8
Graduation Rate		70	88.9		68.1	72.2		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	16	88.9
Female	11	9	81.8
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	18	16	88.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	207	197	40	20.3
Female	107	101	20	19.8
Male	99	95	20	21.1
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	62	60	12	20.0
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	25	25	6	24.0
White	113	105	17	16.2
English Learners	3	3	0	0.0
Foster Youth	2	2	0	0.0
Homeless	8	8	2	25.0
Socioeconomically Disadvantaged	166	157	31	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	31	4	12.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.68	3.78	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.47	0.00	0.53	1.82	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

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.

Hearthstone identified two key 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 3-21-2022.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	12	5	1	
Other	13	12		

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	6	2		
Other	14	4		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	10	1		
Other	13	4		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	13	1	1
Mathematics	8	12	1	
Science	14	8	1	1
Social Science	8	18		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	23		
Mathematics	4	16		
Science	3	16		
Social Science	3	29		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	24		
Mathematics	4	16		
Science	3	13		
Social Science	3	28		

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	.7
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	.4
<b>Social Worker</b>	
<b>Nurse</b>	.1
<b>Speech/Language/Hearing Specialist</b>	.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	14,122	2,740	11,382	70,136
<b>District</b>	N/A	N/A	4,459	71,107
<b>Percent Difference - School Site and District</b>	N/A	N/A	87.4	-1.4
<b>State</b>	N/A	N/A	6,594	85,856
<b>Percent Difference - School Site and State</b>	N/A	N/A	53.3	-20.2

## 2021-22 Types of Services Funded

### LEA Categorical Allocations:

- Standards-aligned textbooks and materials are purchased through 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 and ESSER
- Professional Learning for Teacher Quality and Professional Growth through Title I, Part A, Title II, Part A, ESSER, and Educator Effectiveness
- 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, and ESSER
- 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 through 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, and ESSER
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance, Title 1, Part A
- Transition Specialist and Administrative Support, Title I, Part D

### Site Title I, Part A Allocations:

- School counseling and support
- Parent liaison and parent engagement activities/materials
- Instructional paraprofessionals and support

### Site Supplemental and Concentration:

- Hybrid class and support teachers
- Library and tech services and support
- Garden coordinator, classes and support
- PBIS incentives
- Supplemental online curriculum

### CTEIG:

- Career Technical Education pathways and materials

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	42,053	46,419
<b>Mid-Range Teacher Salary</b>	72,287	69,902
<b>Highest Teacher Salary</b>	102,521	97,912
<b>Average Principal Salary (Elementary)</b>	78,424	111,731
<b>Average Principal Salary (Middle)</b>	73,747	122,012
<b>Average Principal Salary (High)</b>	74,605	122,212
<b>Superintendent Salary</b>	200,653	150,971
<b>Percent of Budget for Teacher Salaries</b>	7.22%	28.52%
<b>Percent of Budget for Administrative Salaries</b>	5.34%	6.10%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0



## Professional Development

The LEA aligns professional development paid from federal funding to align with LCAP and SPSA goals and action steps designed to support at-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 needs 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. 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 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 2021-2022, Hearthstone staff continued to participate 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. With the COVID-19 pandemic, staff received PD with regards to distance learning. In 2021-2022, Hearthstone staff saw a need to revamp to reduce the student office referrals for behaviors. From this, the staff decided that the Restorative Practice model would work at Hearthstone. The school admin has implemented Restorative Justice PD for staff to use within classes with students, and also interactions with other staff.

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 2021-22. Trainings are provided before and after school, during staff meetings, and at times, in the classroom with students and staff directly. Additionally, one staff provided Student-Centered Coaching to elementary staff. All 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.

## Professional Development

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.

Partial days PD: 50  
Full day PD: 15

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	50	50	65