Hearthstone School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

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

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

2025-26 School Contact Information

School Name	Hearthstone School
Street	2280 6th Street
City, State, Zip	Oroville, CA, 95965
Phone Number	(530) 532-5848
Principal	Kelly Haight
Email Address	khaight@bcoe.org
School Website	hearthstoneschool.net
Grade Span	K-12
County-District-School (CDS) Code	04 10041 0430090

2025-26 District Contact Information

District Name	Hearthstone School
Phone Number	(530) 532-5650
Superintendent	Mary Sakuma
Email Address	msakuma@bcoe.org
District Website	www.bcoe.org

2025-26 School Description and Mission Statement

Hearthstone School is a locally funded, non-classroom based, dependent, public charter school authorized by the Butte County Board of Education and administered by the Butte County Superintendent of Schools through the Butte County Office of Education's Student Programs and Educational Support Division. Hearthstone offers free and appropriate educational services through alternative instructional programs for students who need a different educational environment 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

2025-26 School Description and Mission Statement

community members as educational partners are mutually invested in student success.

Hearthstone is designed to prepare students for life in the 21st century through the development of strong academic skills and applied life skills, the 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, enabling them to achieve their potential and become knowledgeable, productive citizens.

Butte County students have a high level of Adverse Childhood Experiences (ACES) due to recent environmental and health-related school closures. Staff have also been greatly affected by the ongoing trauma to both themselves 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.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	10
Grade 2	6
Grade 3	11
Grade 4	2
Grade 5	9
Grade 6	16
Grade 7	16
Grade 8	15
Grade 9	20
Grade 10	21
Grade 11	23
Grade 12	28
Total Enrollment	185

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	51.9
Non-Binary	0.5
American Indian or Alaska Native	3.2
Asian	0.5
Black or African American	0.5
Hispanic or Latino	21.6
Two or More Races	13.5
White	58.9
English Learners	2.2
Foster Youth	0.5
Homeless	4.9
Socioeconomically Disadvantaged	76.2
Students with Disabilities	17.8

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.6	48.75	57.3	60.69	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.06	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.5	0.53	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.9	51.25	27.3	28.88	11953.1	4.28
Unknown/Incomplete/NA	0	0	8.3	8.83	15831.9	5.67
Total Teaching Positions	13.6	100	94.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.1	58.22	60.9	64.58	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.9	1.05	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	5.62	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.8	34.59	23.6	24.99	11746.9	4.23
Unknown/Incomplete/NA	1	7.12	3.5	3.73	14303.8	5.15
Total Teaching Positions	14	100	94.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.3	50.7	54.5	57.86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	1.06	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	3.3	3.54	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.1	43.18	30.7	32.61	12112.8	4.34
Unknown/Incomplete/NA	1	6.06	4.6	4.91	13705.8	4.91
Total Teaching Positions	16.4	100	94.3	100	278927.1	100

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

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

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	6.90	4.8	7.1
Total Out-of-Field Teachers	6.90	4.8	7.1

Class Assignments

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

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

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

Year and month in which the data were collected	November 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity for Educators, September 2017 Wonders - McGraw Hill Education, June 2017 McDougal Littel Language of Literature June 2005	0
Mathematics	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 Common Core Support Coach, 2023	0
Science	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 StemScopes NGSS 3D, August 2023 Edgenuity for Educators, September 2017	0

History-Social Science	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 Ca NGSS 3D StemScopes, August 2023	0
Foreign Language	Glencoe Buen Viaje! Spanish 1 June 2005 Glencoe Buen Viaje! Spanish 2 June 2005	0
Health	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.	0
Visual and Performing Arts	Glencoe Art In Focus May 2007 Glencoe/McGraw Hill Music! Its 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	0
Science Laboratory Equipment (grades 9-12)	Electronic Scales Compound Light Microscopes	0

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

School Facility Conditions and Planned Improvements

The Hearthstone School facility is less than ten years old and consists of eight classrooms, including three portable classrooms, a library, and individual teacher-student meeting spaces to support independent study. The campus includes a large outdoor yard that is maintained by the Maintenance and Operations department. The facility is cleaned daily and maintained in excellent condition through regular janitorial services.

Safety enhancements have been implemented, including an indoor/outdoor intercom system, perimeter fencing to ensure a single point of entry, and quick-release door-locking systems on all classroom and office doors. The Butte County Office of Education Maintenance and Operations staff work collaboratively with the site principal through a work order system to ensure the facility is maintained in good repair and that identified needs are addressed promptly.

Year and month of the most recent FIT report				October 2025
System Inspected	**Rate**	**Rate**	**Rate**	**Repair Needed and Action Taken or Planned**

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	27	39	42	47	48
Mathematics (grades 3-8 and 11)	12	17	26	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	88	89.80	10.20	27.27
Female	45	41	91.11	8.89	31.71
Male	53	47	88.68	11.32	23.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	15	83.33	16.67	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	14	87.50	12.50	35.71
White	59	54	91.53	8.47	24.07
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	67	91.78	8.22	26.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	16.67

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	98	88	89.80	10.20	17.05
Female	45	41	91.11	8.89	19.51
Male	53	47	88.68	11.32	14.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	15	83.33	16.67	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	14	87.50	12.50	35.71
White	59	54	91.53	8.47	12.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	68	93.15	6.85	14.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	5.56

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.57	18.37	10.53	11.54	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	73	93.59	6.41	17.81
Female	37	35	94.59	5.41	20.00
Male	40	37	92.50	7.50	16.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	16.67
White	47	45	95.74	4.26	20.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	6.45	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	0.00

2024-25 Career Technical Education Programs

Hearthstone has two complete and one introductory CTE Programs that are aligned with model CTE curriculum standards.

Health Science and Medical Technology - Patient Care
Program Sequence: Medical and Hospital Careers A and B. Dual enrolled with Butte College: Intro to Public Health (ALH 3); The Critical 6 Soft Skills in the Professional Healthcare Environment (ALH 6), and Medical Terminology (ALH 104).

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.

College and Career
Program Sequence: Career and Life Planning 101, dual enrolled with Butte College

The CTE programs reach students at Hearthstone in grades 6-12. Career readiness is embedded in the CTE coursework and offered through schoolwide presentations focused on postsecondary vocational programs. Our 0.5 FTE Career Advisor works with all high school students to enroll and participate in Career Exploration counseling sessions, complete the FAFSA, and

2024-25 Career Technical Education Programs

enroll in Butte College. Hearthstone general education and CTE teachers collaborate to integrate core academic content into the CTE coursework. Hearthstone has three CTE courses, which are articulated with the local community college. Student outcomes are measured through course completion, employment readiness checklist, and postsecondary 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 postsecondary opportunities. The pathways are open to all students on campus, and Hearthstone makes any necessary accommodations to support student participation.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.83
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	9	9	9	9	9
Grade 7	17	17	17	17	17
Grade 9	26	26	26	26	26

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

2025-26 Opportunities for Parental Involvement

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 addresses parent involvement in its Local Control Accountability Plan (LCAP) by establishing action steps to continue to improve family engagement. A three-year Parent Engagement Policy for 2024-27 is written and continues to be evaluated by staff and educational partners. Staff encourage and support the meaningful engagement of parents and educational partners. Parents are asked to complete an LCAP survey twice per year, and the data is used to make collaborative and meaningful decisions around school programming.

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, school safety, 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.

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 Kelly Haight, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.3	17.4	3.4	12.7	27.7	13.3	8.2	8.9	8
Graduation Rate	87.5	78.3	82.8	68.8	71.4	73.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	24	82.8
Female	13	11	84.6
Male	15	12	80.0
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	19	15	78.9
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	26	22	84.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	225	40	17.8
Female	108	106	17	16.0
Male	120	118	23	19.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	43	8	18.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	31	6	19.4
White	137	135	23	17.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	11	3	27.3
Socioeconomically Disadvantaged	181	178	33	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	45	6	13.3

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

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	1.63	0.87	2.64	2.65	2.72	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	1.85	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.73	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

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 Council on March 17, 2025.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	4	3	0	0
Other	12	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	8	2		
Other	15	3		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	18	0	0
Mathematics	7	9	0	0
Science	3	13	0	0
Social Science	3	26	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	31		
Mathematics	4	17	1	
Science	4	15	1	
Social Science	3	26		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	5	23		
Mathematics	5	14		
Science	5	10		
Social Science	3	26		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	179

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,012	$8,638	$13,374	$80,526
District	N/A	N/A	$4,892	$83,325
Percent Difference - School Site and District	N/A	N/A	92.9	-3.4
State	N/A	N/A	$18,586	$101,084
Percent Difference - School Site and State	N/A	N/A	-32.6	-22.6

Fiscal Year 2024-25 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 GSPP (Golden State Pathway Program)
- Professional Learning for Teacher Quality and Professional Growth through Title I, Part A, Title II, Part A 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.
- Student Information Systems (SIS) training, implementation, and support (behavior and academic data tracking and record management), Title I, Part A

Fiscal Year 2024-25 Types of Services Funded

- 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
- Data accumulation and disaggregation support Title I, Part A
- State & Federal Categorical Compliance Technical Assistance, Title 1, Part A

Site Title I, Part A:
- 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,279	$54,773
Mid-Range Teacher Salary	$81,829	$78,981
Highest Teacher Salary	$115,378	$117,337
Average Principal Salary (Elementary)	$92,421	$128,425
Average Principal Salary (Middle)	$84,723	$137,947
Average Principal Salary (High)	$90,920	$138,809
Superintendent Salary	$232,348	$176,162
Percent of Budget for Teacher Salaries	3.59%	25.51%
Percent of Budget for Administrative Salaries	3.24%	5.93%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered 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 goals and action steps designed to support at-promise 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 to determine the 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, school 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). Hearthstone has always been 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), Multi-Tiered Systems of Support (MTSS) and trauma-informed training, Aeries gradebook and intervention.

TYPES OF PROFESSIONAL DEVELOPMENT
In 2024-25, Hearthstone staff continued to participate in professional development opportunities intended to support the integration of social-emotional learning and create highly engaging student-interest-based courses of study. To support increased academic engagement efforts, all LEA staff attended two full-day trainings to support our new SEL curriculum implementation. With the COVID-19 pandemic, staff received PD with regard 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.

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 are sometimes present. The Director of Alternative Education also provides 1:1 instructional leadership support for site administration. In addition, the LEA offers student-centered

Professional Development

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 Support (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 has participated 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	50	45	42