

# School Accountability Report Card Reported For School Year 2008-09 Published During 2009-10

## Executive Summary School Accountability Report Card, 2008-09

### Learning Community Charter School

Address:	1859 Bird St. , Oroville CA 95965	Phone:	Hearthstone: (530) 532-5848 Four Winds: (530) 879-7411
Principal:	<b>HEARTHSTONE:</b> Kim Guzzetti <b>FOUR WINDS:</b> Terri Tozier	Grade Span:	K - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

Learning Community Charter School (LCCS) is a dependent public charter school administered by the Student Programs and Services Department of the Butte County Office of Education. LCCS offers appropriate educational services through alternative instructional programs for those students who are not well-served by the existing comprehensive public school environment.

Learning Community Charter School (LCCS) operates two educational programs, Hearthstone and Four Winds Schools, which serve K-12 students throughout Butte County and contiguous counties. These student-centered educational programs are aligned with state curriculum standards and frameworks, based on effective teaching models and designed to meet the needs of diverse students. LCCS 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. LCCS (Hearthstone and Four Winds Schools) is designed to prepare students for life in the 21st century through development of strong academic skills and applied life skills, use of technology 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. These programs are 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.

## LCCS 2008-2009 SARC

### Student Enrollment

Group	Percent
African American	1.30 %
American Indian or Alaska Native	8.64 %
Asian	%
Filipino	%
Hispanic or Latino	11.45 %
Pacific Islander	0.22 %
White (not Hispanic)	58.75 %
Multiple or No Response	19.65 %
Socioeconomically Disadvantaged	66 %
English Learners	4.00 %
Students with Disabilities	10.00 %
<b>Total Number of Students</b>	463

### Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	46.4%
Mathematics	30.2%
Science	-
History-Social Science	-

### Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	708
Statewide Rank (from 2008 Base API Report)	4
2009-10 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

Both Hearthstone School and Four Winds Schools have received a rating of Exemplary for their school site inspection.

### Repairs Needed

Hearthstone: None

Four Winds: Minor repair: Paint boys restroom and fix a closet door hole.

### Corrective Actions Taken or Planned

Minor repairs will be scheduled for Four Winds School, paint boys restroom and fix a hole in a closet door.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	No students lacked textbooks or instructional materials
Mathematics	No students lacked textbooks or instructional materials
Science	No students lacked textbooks or instructional materials
History-Social Science	No students lacked textbooks or instructional materials
Foreign Language	No students lacked textbooks or instructional materials
Health	No students lacked textbooks or instructional materials
Visual and Performing Arts	No students lacked textbooks or instructional materials
Science Laboratory Equipment (grades 9-12)	No students lacked textbooks or instructional materials

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,826
District	\$7,058
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	82.9%

## Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

# LCCS 2008-2009 SARC

## NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

## NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

## NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

## School Accountability Report Card Reported For School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

### II. About This School

#### Contact Information (School Year 2009-10)

School		District	
School Name	Learning Community Charter	District Name	Butte County Office of Education
Street	1859 Bird St.	Phone Number	(530) 532-5761
City, State, Zip	Oroville , CA 95965	Web Site	www.bcoe.org
Phone Number	Hearthstone (530) 532-5848 Four Winds (530) 879-7414	Superintendent	Don McNelis
Principal	Hearthstone Kim Guzzetti Four Winds Terri Tozier	E-mail Address	sps@bcoe.org
E-mail Address	Hearthstone hs1@bcoe.org Four Winds fw@bcoe.org	CDS Code	04-10041-0430090

## School Description and Mission Statement (School Year 2008-09)

### Hearthstone School Overview

Hearthstone School is a home independent study charter school under the Learning Community Charter. Hearthstone currently serves approximately 335 K-12 students. The school is WASC (Western Association for Schools and Colleges) accredited and many of our high school courses meet the UC A-G requirements. Hearthstone School operates out of two sites: one in Oroville and one in Chico. Both sites are designed as multi-use facilities to support students and parents engaging in teacher meetings, studying, socializing and participating in activities and instructional support.

Hearthstone's vision is to serve children's educational needs through a partnership with parents who prefer an alternative-learning format centered in the home, school and community. Certificated teachers meet with students and parents on a regular basis and provide instructional services that ensure high quality personalized learning experiences emphasizing standards-based academic performance, individual responsibility, and development of personal interests and special talents. The academic program emphasizes student mastery in the core subjects by implementing a standards-based and state-adopted curriculum. Additionally, the Hearthstone instructional program incorporates the use of technology, concurrent enrollment in Butte Community College classes, site-based classes and activities, and the completion of individualized student projects.

Hearthstone students enroll for a variety of reasons from families seeking an educational delivery system that supports a high level of parent involvement to secondary students choosing an educational alternative to the traditional high school setting. New students participate in entrance assessments in English-Language Arts and Math. The assessment results are used to assist the school's academic counselor and teachers in determining students' readiness to enroll in a home independent study program and to design an individualized program that meets the academic needs and goals of the students. Students who need direct instruction, intervention support or tutoring attend classes taught by regular education, special education or Title 1 teachers at one of the Hearthstone school sites. In addition, enrichment activities, clubs and classes are offered at both sites, and students are encouraged to attend to meet new friends and expand their interests.

Hearthstone School provides many levels of support for families who choose to educate their students through a home independent study program. At each visit, the teacher writes out a Student Learning Plan that outlines assignments to be completed by the next scheduled visit. Student learning plans often include a wide array of teaching/learning venues include home/independent study assignments, and may include classroom instruction at Hearthstone and college classes. Typically, a teacher-student visit includes reviewing the student's work, assessing what the student has learned including requiring the student to demonstrate their level of understanding and assigning work to be completed during the next learning cycle. In addition, the teacher may provides instructional support that may include tutoring or model teaching strategies for the parent. The teacher regularly collects and evaluates student work samples. Academic and emotional counseling services are available to students.

Hearthstone believes parental involvement is a key factor in student learning and achievement. The Charter Advisory Council (CAC), consisting of parents, students, teachers, administrators and other school staff, provides input and makes recommendations on program direction in all areas including curriculum, staff development, resource allocation and recruitment and selection of staff. The CAC meets monthly.

## Four Winds School Overview

The mission of Four Winds is to support the development of an “educated person” in the 21st century by providing a rich and rigorous curriculum whereby all students are equipped with the skills, knowledge and attributes to become self-motivated, competent, lifelong learners. Four Winds believes that a firm grounding in culture is a fundamental prerequisite for the development of competent students. Academic standards stipulate what students should know and be able to do and cultural standards are oriented more toward providing guidance to help students become responsible, capable human beings. Four Winds provides an instructional program addressing the need for students to read, write, speak and calculate with clarity and precision and to participate passionately and responsibly in the life of the community. Four Winds educational program is guided by the research that validates the effectiveness of culturally-responsive schools upon student learning and achievement. Four Winds believes strongly that service and respect to others, practiced within the classroom as a part of the daily routine and in the community-at-large, are motivating tools to engage young people in meaningful activities that support the development of responsible citizens. At Four Winds students are held to high academic and behavioral standards in a multicultural, student-centered learning environment. Innovative practices include multi-grade/multi-level classrooms, cooperative learning, flexible scheduling, longer school day, independent study instructional model outside of regular classroom setting, parents as genuine partners in the school culture, developmentally/culturally responsive curriculum and effective instructional practices. By recognizing academic, social and cultural needs, by improving relationships between home and school, by implementing new and effective teaching strategies and by developing a curriculum that is standards-based and culturally responsive, students will overcome their educational deficiencies, make significant improvement in their academic achievement and envision themselves as successful people.

As an instructional program Four Winds utilizes state-adopted curriculum based in all core academic content areas standards of English/language arts, mathematics, science and social studies. The breadth and depth of California’s academic content standards presents significant instructional challenges. To address this challenge Four Winds offers two instructional programs. For students in grades K-8 Four Winds offers a daily instructional program emphasizing a standards-based curriculum in all core academic content areas. High quality teaching methods are aligned to the individual learning styles of students. For grades K-3 teachers enhance instruction by replicating the Montessori method of curriculum and instruction. Students learn through exploration with emphasis upon child-choice, consequences, respect and decision-making. Students work at their own developmental level to ensure learning experiences are meaningful and positively reinforcing. For grades 4-8 teachers implement an instructional program that aligns curriculum, instruction, assessment, resources and individual student learning styles to create a targeted focus on increased student achievement. Teachers identify and address special needs of those students who may require accommodations, adaptations or modifications to meet academic content standards.

For students in grades 7-12 Four Winds offer Independent Study as an educational strategy emphasizing a standards-based curriculum in all core academic content areas. Independent Study as an instructional strategy is meant to respond to the student’s specific educational needs, interests, aptitudes and abilities. Four Winds ensures that Independent Study students have the same access to existing services and resources as are available to all other students in enrolled in the school. Independent Study teacher works in conjunction with student and parent in the development of an Individualized Learning Plan designed to meet curricular objectives and fulfill graduation requirements for students whose needs may be best met through study outside the regular classroom setting.

The overall instructional program at Four Winds School is guided by the nine essential Program Components (EPCs) of highly effective schools. The EPCs are designated to meet the needs of all students through: (1) state-adopted, standards-aligned instructional materials including intervention resources; (2) appropriate instructional time and pacing schedules; (3) professional development for staff; (4) professional development for administrators; (5) assignment of fully credentialed, highly-qualified teachers; (6) use of data obtained from student achievement monitoring system; (7) supplemental

## LCCS 2008-2009 SARC

instructional support; (8) teacher collaboration and (9) fiscal support. Four Winds utilizes the Academic Performance Survey (APS) for elementary, middle and high school levels to identify areas of satisfactory performance and areas of improvement. APS results are reviewed to ensure all practices, programs and policies are continually assessed to determine impact on student learning and achievement.

### Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Hearthstone and Four Winds Schools provide 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 meet measurable student learning outcomes. Both schools acknowledge parental involvement as a key factor in student learning and achievement. Each school has advisory councils 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. Parents and supervising teachers of students in grades K-12 at Hearthstone and Four Wind Schools form an educational team that provides the student with a rigorous instructional program.

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	27
Grade 1	30
Grade 2	16
Grade 3	24
Grade 4	24
Grade 5	22
Grade 6	27
Grade 7	34
Grade 8	33
Ungraded Elementary	0
Grade 9	25
Grade 10	47
Grade 11	67
Grade 12	87
Ungraded Secondary	0
Total Enrollment	463

## LCCS 2008-2009 SARC

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.30 %
American Indian or Alaska Native	8.64 %
Asian	%
Filipino	%
Hispanic or Latino	11.45 %
Pacific Islander	0.22 %
White (not Hispanic)	58.75 %
Multiple or No Response	19.65 %
Socioeconomically Disadvantaged	66.00 %
English Learners	4.00 %
Students with Disabilities	10.00 %

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1										
1	17.0	1										
2	16.0	1										
3	18.0	1										
4												
5												
6												
K-3				17.0	3			15.5	3	1		
3-4				23.0								
4-8	24.5		2	17.5	1			24.0		1		
Other												

# LCCS 2008-2009 SARC

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13.3	23	2	3	17.7	2	1		29.3	1	1	1
Mathematics	12.3	19	1	2	59.0		2	2	14.2	7	2	
Science	10.7	22		1	71.5		1	1	60.7	1	1	1
Social Science	12.6	24		1	63.5		1	1	134.0		1	1

## III. School Climate

### School Safety Plan (School Year 2008-09)

Butte County Office of Education (BCOE) is committed to providing a safe and secure environment for students and employees. BCOE revised its "Comprehension Safe School Plan" for all BCOE Schools including Hearthstone and Four Winds Schools on October 31, 2008. Both schools report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256. Education Code Section 32286 Definitions The safety plan includes the dates when the plan was last reviewed, updated, and discussed with school faculty, as well as a brief description of the key elements.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	15.0	8.3	6.0	70.2	47.2	4.9
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

# LCCS 2008-2009 SARC

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

**School Rating Marks:**

✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable

STATE OF CALIFORNIA

STATE ALLOCATION BOARD

**FACILITY INSPECTION TOOL**

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 05/09)

**PART II: EVALUATION DETAIL**

Date of Inspection: **10/23/09**

School Name: **Hearthstone School - Oroville**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>Hearthstone School</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>COMMENTS:</b>															

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

<b>OVERALL RATING:</b>	100.00%	<b>SCHOOL RATING**</b>	<b>EXEMPLARY</b>
DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE			

STATE OF CALIFORNIA

STATE ALLOCATION BOARD

**FACILITY INSPECTION TOOL**

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

**SCHOOL FACILITY CONDITIONS EVALUATION**

(REV 05/09)

**PART II: EVALUATION DETAIL**

Date of Inspection: **10/08/09**

School Name: **Hearthstone - Chico**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>classroom #1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>COMMENT</b>															
<b>classroom #2</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>COMMENT</b>															

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

<b>OVERALL RATING:</b>	100.00%	<b>SCHOOL RATING**</b>	<b>EXEMPLARY</b>
DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE			

# LCCS 2008-2009 SARC

## School Rating Marks:

✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable

STATE OF CALIFORNIA  
**FACILITY INSPECTION TOOL**  
 SCHOOL FACILITY CONDITIONS EVALUATION

STATE ALLOCATION BOARD  
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
 (REV 05/09)

**PART II: EVALUATION DETAIL**

Date of Inspection: **11/20/09**

School Name: **Four Winds School**

CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
AREA	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
<b>Four Winds School</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
COMMENT	Boys restroom could use a coat of paint. Door to the closet needs hole fixed.														

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

<b>OVERALL RATING:</b>	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	100.00%	SCHOOL RATING**	EXEMPLARY
------------------------	--	---------	-----------------	-----------

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	23	24	24	78
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	NA	NA

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2008-09)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	N/A
Library Media Teacher (Librarian)	NA	N/A
Library Media Services Staff (paraprofessional)	NA	N/A
Psychologist	NA	N/A
Social Worker	NA	N/A
Nurse	NA	N/A
Speech/Language/Hearing Specialist	NA	N/A
Resource Specialist (non-teaching)	1	N/A
Other	NA	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All textbooks were at the time of selection were from the most recent list of standards-based materials adopted by by State Board of Education (kindergarten and grades one through eight) or the Butte County Board of Education (grades nine through twelve) and were consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

There were sufficient textbooks or instructional materials for each pupil, including English Learners. Sufficient textbooks means each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

Grade	Subject	Publisher	Title	Board Approval Date	© Date
9-12	Art	Glencoe	Art In Focus	May 2007	2006
9-12	Art	Glencoe	Creating and Understanding Drawings	May 2007	2006
9-12	Art	Glencoe	ArtTalk	May 2007	2005
7-12	Drama	Perfection Learning	Basic Drama Projects	May 2008	2009
K-5	Health	Macmillan/McGraw-Hill	Health and Wellness	June 2006	2005
6-8	Health	Glencoe/McGraw-Hill	Teen Health	June 2005	2005
9-12	Health	Globe Fearon	Health	June 2004	2005
9-12	Health	Glencoe	Health and Wellness	June 2005	2005
K-5	History-Social Science	Harcourt Publishers	Reflections: California Series	June 2006	2006
K-6	History-Social Science	Macmillan/McGraw-Hill	California Vistas	June 2006	2007
6-8	History-Social Science	Glencoe/McGraw-Hill	Discovering Our Past	June 2006	2006
7-8	History-Social Science	Houghton Mifflin	All Titles		1999
7-8	History-Social Science	Oxford University Press	Oxford CA History-Social Science Program	May 2007	2005
9-12	History-Social Science	Prentice Hall	World History: Modern Times	June 2006	2006
9-12	History-Social Science	Prentice Hall	US History	June 2006	2006
9-12	History-Social Science	Prentice Hall	Economics: Principles In Action	June 2006	2006
9-12	History-Social Science	Prentice Hall	MacGruder's American Government	June 2006	2006
9-12	History-Social Science	Glencoe	Modern Times	June 2006	2006
9-12	History-Social Science	Glencoe/McGraw-Hill	Economics: Today and Tomorrow	June 2006	2005
9-12	History-Social Science	Globe Fearon	World History	June 2005	2002
9-12	History-Social Science	Globe Fearon	American History	June 2004	2003
9-12	History-Social Science	Globe Fearon	Economics	June 2005	2001
9-12	History-Social Science	Globe Fearon	American Government	June 2005	2001
10	History-Social Science	Holt, Rinehart &	The Human Journey	June 2006	2003

## LCCS 2008-2009 SARC

Grade	Subject	Publisher	Title	Board Approval Date	© Date
		Winston			
11	History-Social Science	Glencoe	American Vision, Modern Times	June 2006	2006
12	History-Social Science	Glencoe	Economics: Principles & Practices	June 2006	2005
12	History-Social Science	Glencoe/McGraw-Hill	American Government: Democracy in Action	June 2006	2006
K-5	Mathematics	CSL Associates	Success with Math Coach	June 2005	2001
K-6	Mathematics	Houghton Mifflin	California Mathematics	August 2009	2009
6	Mathematics	Scott Foresman	California Mathematics	June 2005	2001
7	Mathematics	Prentice Hall	Pre-Algebra CA Edition	June 2005	2001
6-7	Mathematics	McDougal-Littell	Mathematics, Course 1	June 2005	2001
7-8	Mathematics	McDougal-Littell	Mathematics, Course 2	June 2005	2001
6-8	Mathematics	CGP Education	CGP: Course 1, Course 2 & Algebra 1	June 2009	2008
8-12	Mathematics	Prentice Hall	Algebra 1, CA Edition	June 2005	2001
8-12	Mathematics	McDougal-Littell	Algebra 1	June 2005	2001
9-12	Mathematics	McDougal-Littell	Geometry	June 2005	2003
9-12	Mathematics	Glencoe	Geometry: Concepts and Applications	June 2005	2001
9-12	Mathematics	Glencoe	Mathematics with Business Applications	May 2007	2007
10-12	Mathematics	Prentice Hall	Algebra 2 w/ Trigonometry	June 2005	2001
K-6	Reading/Language Arts	Houghton Mifflin	Legacy of Literature	June 2004	2003
7-12	Reading/Language Arts	McDougal-Littell	Language of Literature	June 2005	2002
7-12	Reading/Language Arts	Prentice Hall	Timeless Voices, Timeless Themes	June 2005	2002
4-12	Reading	Wright Group	Fast Track Intervention reading	May 2007	2004
K-2	Science	Delta Education	FOSS	May 2007	2004
K-8	Science	Glencoe/McGraw-Hill	California Science	June 2005	2000
1-5	Science	McGraw-Hill	Science	June 2005	2001
K-5	Science	Macmillan/McGraw-Hill	California Science	May 2007	2008
6	Science	Holt, Rinehart & Winston	Earth Science, CA Edition	May 2003	2001
6	Science	Prentice Hall	Focus on Earth Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Life Science, CA Edition	May 2003	2001
7	Science	Prentice Hall	Focus on Life Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Holt California Life Science	June 2006	2007
8	Science	Holt, Rinehart & Winston	Physical Science, CA Edition	May 2003	2001
8	Science	Prentice Hall	Focus on Physical Science, CA Edition	June 2005	2001
8	Science	Holt, Rinehart & Winston	Holt California Physical Science	June 2006	2007
6-8	Science	Glencoe/McGraw-Hill	Focus On Series	May 2007	2007
6-8	Science	Prentice Hall	Science Explorer	June 2006	2000

## LCCS 2008-2009 SARC

Grade	Subject	Publisher	Title	Board Approval Date	© Date
9-12	Science	Glencoe/McGraw-Hill	Glencoe Biology	May 2007	2007
9-12	Science	Glencoe/McGraw-Hill	Glencoe Physical Science with Earth Science	May 2007	2006
9-12	Science	Prentice Hall	Life Science	June 2006	2006
9-12	Science	Prentice Hall	Physical Science	June 2006	2006
9-12	Science	Prentice Hall	Earth Science	June 2006	2006
9-12	Science	Glencoe	Earth Science	June 2005	2002
9-12	Science	Glencoe	Life Science	June 2005	2002
9-12	Science	Glencoe	Physical Science	June 2005	2002
9-12	Science	Globe Fearon	Life Science	June 2005	2003
9-12	Science	Globe Fearon	Physical Science	June 2005	2003
9-12	Science	McDougal-Littell	Earth Science	June 2006	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 1	June 2005	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 2	June 2005	2005

### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,826	NA	\$6,826	\$52,186
District	\$7,058	NA	\$7,058	-
Percent Difference – School Site and District	-3.3%	N/A	-3.3%	-
State	\$5,512	N/A	\$5,512	-
Percent Difference – School Site and State	+23.8% above state expenditures	N/A	+23.8% above state expenditures	-

# LCCS 2008-2009 SARC

## Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

- Intervention services in English and Math through Title 1 funds; California High School Exit Exam (CAHSEE) remediation funds
- Standards-aligned textbooks purchased through Charter School Block grant and Proposition 20 Lottery Funding and IMFRP Funding
- Educational support services for neglected/delinquent students through Title 1 Parts A & D
- Staff development for Teacher Quality and professional growth through Title II and Title 1
- Technology support and professional development through Title II Part D
- Services for English Learner students through English Learner Acquisition Program (ELAP) funds, Title 1
- Support for homeless students through Title 1
- Career and vocational services through Title 1 and Butte County Regional Occupational Program (ROP)
- Title IV

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,621	\$32,377
Mid-Range Teacher Salary	\$59,123	\$66,622
Highest Teacher Salary	\$69,750	\$102,402
Average Principal Salary (Elementary)	\$86,419	NA
Average Principal Salary (Middle)	\$85,416	NA
Average Principal Salary (High)	\$84,952	NA
Superintendent Salary	\$142,000	NA
Percent of Budget for Teacher Salaries	NA	NA
Percent of Budget for Administrative Salaries	NA	NA

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	33	35	41	29	41	49	43	46	50
Mathematics	19	21	23	15	26	30	40	43	46
Science	29	29	29	25	37	43	38	46	50
History-Social Science	16	16	32	12	21	36	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## LCCS 2008-2009 SARC

### Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	34	23	19	20
Asian	*	*		
Filipino				
Hispanic or Latino	37	17	18	43
Pacific Islander	*	*	*	*
White (not Hispanic)	44	26	34	34
Male	40	25	36	42
Female	42	22	24	25
Economically Disadvantaged	36	20	25	25
English Learners	8	*	*	*
Students with Disabilities	21	27	*	17
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## LCCS 2008-2009 SARC

### California High School Exit Examination Results By Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.0	27.8	22.2	61.1	33.3	5.6
Male	61.5	15.4	23.1	61.5	30.8	7.7
Female	43.5	34.8	21.7	60.9	34.8	4.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	50.0	25.0	25.0	66.7	25.0	8.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	42.9	33.3	23.8	52.4	42.9	4.8
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	45.0	30.0	25.0	50.0	40.0	10.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.8	33.3	22.2
7	18.2	45.5	13.6
9	17.9	21.4	3.6

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

#### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	3	4	3
Similar Schools	10	10	8

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"\*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

#### Academic Performance Index Growth by Student Group Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	23	-7	51	708
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-9	-6	58	722
Socioeconomically Disadvantaged	8	-18	77	696
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*"

means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	NA	NA
Year in Program Improvement	NA	NA
Number of Schools Currently in Program Improvement	NA	NA
Percent of Schools Currently in Program Improvement	NA	NA

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (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 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 [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	13.5	15.2	12.3	11.0	23.5	17.2	3.3	4.4	3.9
Graduation Rate	61.7	52.5	57.5	85.6	83.6	82.8	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Because of high mobility, this information can not be accurately determined and is not reported.

### Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

There were no Career Technical Education Programs provided in the 2008-2009 school year.

## LCCS 2008-2009 SARC

### Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	NA
Percent of the school's pupils completing a CTE program and earning a high school diploma	NA
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	NA
Graduates Who Completed All Courses Required for UC/CSU Admission	NA

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year, Hearthstone and Four Winds Schools develop and implement Professional Development Plans to ensure high-quality instruction for students. The primary focus of professional development has been to ensure standards-based instructional programs with a focus on English/Language Arts and Math.. LCCS teachers continued to participate in SB 472 ELA and/or math trainings as appropriate to ensure 100% SB 472 participation in ELA and math by June 2009 Teachers at Four Winds School participated in BTSA Induction Program, a two year quality educational experience that provides beginning teachers with a standards-based program that eases them into the teaching profession. BTSA links the theory and learning acquired in the California Preliminary Credential Program to the realities of daily classroom teaching. Upon completion of BTSA, beginning teachers earn a California Professional Clear Credential.

BCOE offers teachers three (3) days and instructional paraprofessionals one (1) day of staff development in compliance with the Staff Development Buy-Back Program. One of the (3) days for teachers requires mandatory attendance as per teacher association MOU agreement with BCOE.

Hearthstone and Four Winds staff are provided with continual opportunities including workshops and conferences for professional growth. Staff development is incorporated into monthly staff meetings. Both schools have established Professional Learning Communities to ensure learning for all students.

### XIII. National Assessment of Educational Progress

#### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

#### National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

**National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students**

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2007) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74.25	93.29	65.60	80.00
Reading 2007, Grade 8	77.66	92.10	65.60	77.30
Mathematics 2007, Grade 4	79.00	96.00	84.00	94.00
Mathematics 2007, Grade 8	85.00	96.00	78.00	92.00