

Executive Summary

Hearthstone School's next five years include replicating the successes and implementing new promising practices to continue making great strides in student academic and social-emotional achievement.

Charter Element	Revisions
Education Program: Targeted Student Populations and Community Need	<p>In 2020-2021 Hearthstone applied for and was assigned Dashboard Alternative School Status (DASS). Hearthstone is a charter school that serves at-promise youth and has an unduplicated student count of at least 70 percent of the school's total enrollment comprised of at-promise student groups.</p> <p>Hearthstone actively seeks students from all areas within Oroville, emphasizing reaching students who have not experienced academic or social success in the traditional school setting.</p> <p>Hearthstone voluntarily participates in DASS and will be required to re-certify their at-promise student enrollments at 70% every three years.</p>
Education Program: What It Means to Be an Educated Person in the 21st Century	<p>Individualized learning is at the foundation of Hearthstone's practice. In collaboration with BCOE, Hearthstone adopted the Academic and CASEL competencies. Integration of the competencies into Hearthstone students' educational experiences allows continued progress in removing obstacles, including out-of-school barriers, to graduation. Hearthstone continues to develop a systems approach to support students who are credit deficient and/or experience other risk factors that could potentially interfere with academic achievement.</p>
Measurable outcomes	<p>Hearthstone will begin reporting mutually agreed upon alternative Measurable Student Outcomes, including dropout rate and attendance rate, in addition to local and state indicators. Alternative measures provide additional data on the performance of the school's targeted at-promise population.</p>

The approval of this charter renewal petition will allow Hearthstone to continue its success in serving the children and their families of Butte County.

RENEWAL PERFORMANCE REPORT QUESTIONS

Section 1: Student Achievement and Educational Program Performance

Educational (Program) Summary

1. Program Overview

Hearthstone School provides personalized learning through an Independent Study model with increased first instruction opportunities through a Hybrid Option (blended Independent Study with classroom instruction). The hybrid option strengthens the school's relationship with parents and the community to prepare students for career, college, and life. Hearthstone serves approximately 190 students in grades TK-12 in Butte County and adjacent counties. The school's mission is, "To bring inspiration and personalization to every student's educational experience."

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

2. Program Updates

Program Structure and Budget

Hearthstone School is an independent study charter school serving at-promise students in Butte County. Hearthstone has been impacted by emergency school closures multiple years in a row. The County's first experience with closures was during the Oroville Dam crisis in 2017-2018, then the Paradise Camp Fire in 2018-2019, and now the COVID-19 Pandemic 2019-2021. Each spring, LEA administration and site principals work diligently to compile the annual data-driven Needs Assessment to begin budgeting for the Annual LCAP. Ultimately, the best designed plans are impacted by these ongoing closures.

Grant funding made available after the fact, or in large sums with a short time period to spend offset recovery costs associated with the closures, creates budget conflicts with other restricted funding sources. Additionally, recovery efforts from the dam crisis, the fire and now COVID, have left many staff, students and their families emotionally and physically exhausted. Due to ongoing closures, the LEA continues to direct funding to support trauma responsiveness, social-emotional well-being, as well as increase the focus on improving student engagement, as determined in a root cause analysis Winter 2019.

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

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

Dashboard Alternative School Status (DASS)

Hearthstone enrolls an increasing number of at-promise students who have not been successful in the traditional daily attending school setting and often require a great number of supports. In Fall 2019, Hearthstone conducted a self-study to determine the number of at-promise students based on the 12 criteria groups identified by CDE. Hearthstone met the 70% threshold for DASS by identifying 76% of its student population, meeting the at-promise criteria. Hearthstone applied for DASS status for the 2020-21 school year in March 2020 to increase the awareness of the student population and improve targeted services for underserved student groups. In September 2020, CDE approved the DASS status for Hearthstone. As a charter school, Hearthstone must reapply for DASS status eligibility every three years.

Separation of School Programs

In 2017-2018, Learning Community Charter School (LCCS) operated two distinct educational programs with unique student demographics. Hearthstone School and STEP UP Academy each served students throughout Butte County and contiguous counties in rural Northern California. In Spring 2018, LCCS officially became Hearthstone Charter School after Step Up Academy was closed. In 2018-2019, Hearthstone established new TK-8 baseline data, with high school program data continuing to represent Hearthstone students specifically for the previous five years of the charter to present.

Facilities

Hearthstone recognizes the changing population and need in the community to provide increased in-person direct instruction. In 2016-2018, Hearthstone established a healthy reserve budget to purchase three additional portables in 2018-2020. The additional space has increased Hearthstone's capacity to offer in-person instruction and support services for students TK-12.

Who Is Served: Enrollment and Demographic Data

Student enrollment varies by grade level year to year. A targeted enrollment plan by grade level has been developed to increase the efficiency and level of onsite supports. Hearthstone School's maximum enrollment is 250 students due to the capacity of existing facilities and the level of existing school-based services to support its students' academic performance and social-emotional well-being. As the school acquires additional resources to increase levels of support for high-quality instructional services for its students, adjusting targeted student enrollment will be considered.

Hearthstone student populations differ from other local school districts in more ways than just the number of at-risk students. Hearthstone's percentage of Hispanic/Latino students is larger than all major districts in the area. At the same time, Hearthstone has a low English Learner population due to the systematic supports to assist students in becoming Reclassified Fluent English Proficient. Hearthstone has comparable numbers in the percentage of students that are low-income, homeless, or of two or more races. For consecutive years, Hearthstone identifies that the number of Hmong students is under-represented at Hearthstone, which is why Hearthstone participates in the community Hmong cultural event to increase awareness of our school and the services provided. Hearthstone's students with disabilities represent 18.9% of the entire school population, 7.2% higher than the state average and higher than enrollment in surrounding districts, as represented in the table below. The student diversity at Hearthstone identifies areas of need within the community and is a testament to reduced enrollment barriers.

As identified in the recruitment and outreach plan, Hearthstone School is committed to providing personalized learning education and is open to all TK-12 students in Butte and adjacent counties. In 2019-2020, Hearthstone improved the enrollment and disenrollment process to be more inclusive and eliminated any perceived or actual barriers to entry. Hearthstone prides itself in accepting all students and working in collaboration with parents and students to increase academic and social-emotional skills regardless of ability upon enrollment.

Hearthstone School is committed to growing its enrollment until it reaches the maximum capacity of 250 students. Moreover, it is committed to creating a student body that fully reflects the full range of diversity found in the broader school-aged community in Oroville and neighboring communities. Hearthstone believes that creating a diverse community of learners is critical to a basic 21st Century education.

To this end, Hearthstone actively seeks students from all areas within Oroville, with an emphasis on reaching students who have not experienced academic or social success in the traditional school setting. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide our approach and ensure that all students have equal access to learning. Hearthstone conducts active, ongoing outreach to attract students in traditionally underserved groups.

Student Enrollment by Grade

Year	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10 th	11th	12th
2019-2020	1	7	5	12	4	7	4	14	16	27	12	31	27	31
2018-2019	2	4	10	5	6	5	7	13	19	18	19	20	33	47

2019-2020 Student Demographic Data Compared to District and County

	School Hearthstone		Comparable District Thermalito USD		Comparable District Oroville UHSD		County Butte	
	#	%	#	%	#	%	#	%
English Learner	5	2.5	241	15.5	69	3.1	1,919	6.4
Low Income	158	79.8	1367	88.2	1634	73.0	17,910	59.6
Foster Youth	3	1.5	14	0.9	22	1.0	268	0.9
Homeless	7	3.5	39	2.5	125	5.6	1,317	4.4
Disabilities	35	17.7	154	9.9	323	14.4	3,807	12.7
White	122	61.1	664	42.8	1,110	49.6	17,002	56.2
Hispanic/ Latino	52	26.3	210	13.5	481	21.5	7,469	24.9
Two or More Races	10	5.1	119	7.7	30	1.3	1,838	6.1
African American	6	3.0	29	1.9	99	4.4	602	2.0
Nat Hawaii/ Pac Isl	1	0.5	6	0.4	11	0.5	100	0.3

Student Progress

In 2018-19, Hearthstone established new baseline data when Learning Community Charter School separated. Due to the COVID-19 pandemic, 2019-20 state and local academic data was limited. With the support of the BCOE, Hearthstone established consistent systems to measure student academic and social-emotional success. The inconsistency in the data reporting does not reflect the gains over the last five years in the schools tracking of student successes.

Most data presented in this section is from the 2018-19 and 2019-20 school years. Hearthstone School performance data is publicly located on the 2019 Hearthstone School California's Accountability System Dashboard. Prior to DASS approval Fall 2020, Hearthstone was identified as 'Middle Performing' based on the performance categories established by Assembly Bill 1505. Beginning in 2021, Hearthstone will have alternative school measures on the California Dashboard.

Student Achievement

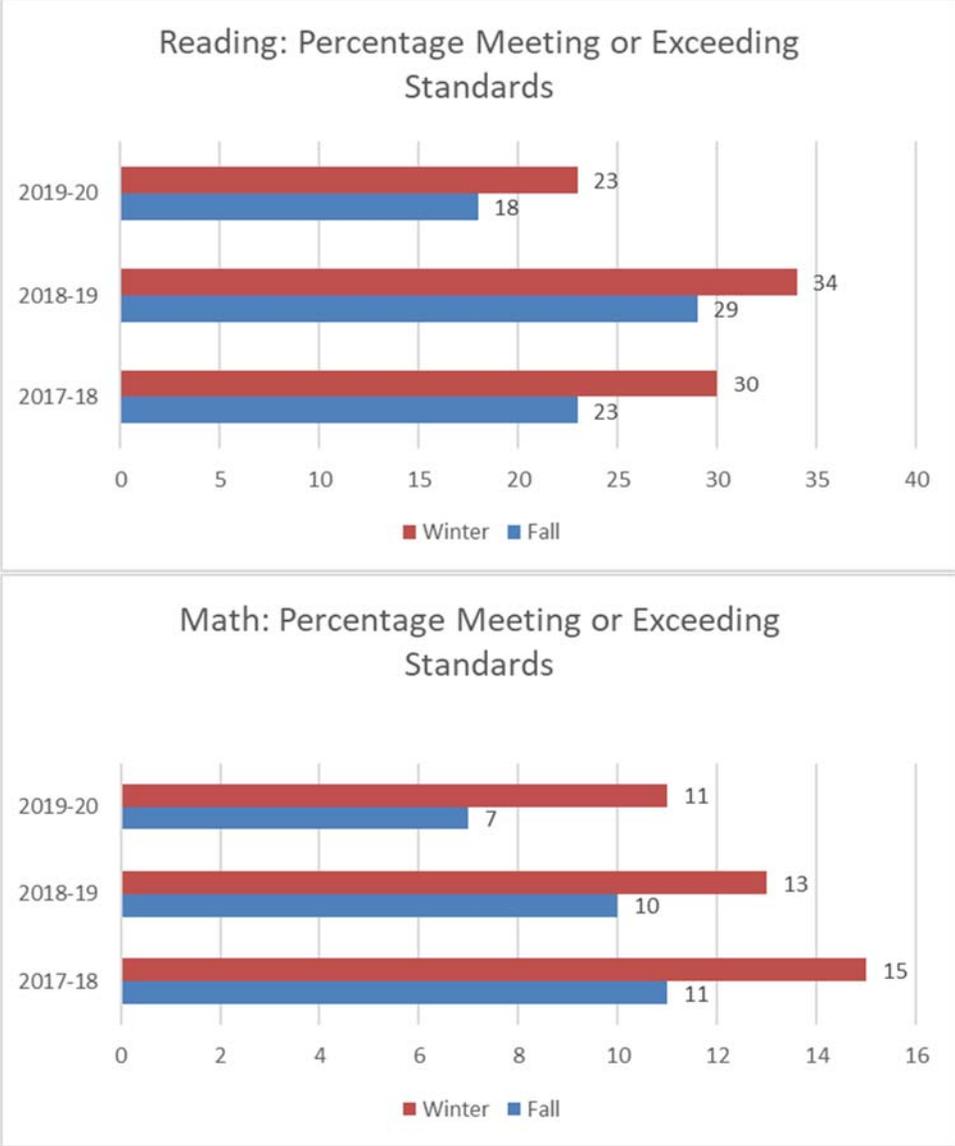
An implementation dip often follows the implementation of new practices, even those that are research-based. Hearthstone is working through these implementation dips and sees significant progress in student achievement and College/Career Readiness.

In the 2019 Dashboard, Hearthstone grew in many areas, including academic and school climate. One of five colors represent performance on state measures, using comparable statewide data. Hearthstone's overall English Language Arts scores were Yellow and increased by 5 points from meeting standard. Both low income students and students with disabilities scored better than the state average for two consecutive years. Hearthstone's overall Mathematics scores were Orange and increased by 7 points, a greater growth rate than the state average.

Students' College and Career Readiness increased by 11.2% from 2018 to 2019, with white and socioeconomically disadvantaged students more prepared for College/Career than other student groups. Graduation rates were Green and increased by 20%. Chronic Absenteeism rates were Yellow and

decreased by 20%. Suspension rates were Blue for all students, including students with disabilities and white students.

Hearthstone uses local district-wide assessment achievement data to track progress within an academic school year. Reading and Math data shows that students meeting or exceeding standards improved between 3-7% from Fall to Winter assessments.



Hearthstone's most significant need for growth is still within Mathematics. There was growth in 2018-19, the last complete year of data, but work continues to close the achievement gap. Hearthstone ensures all staff teaching mathematics are credentialed, trained in the state standards and best practices, and can access the state-aligned curriculum and high-quality technology and materials for all students.

Hearthstone has few significant student groups reported on the Dashboard, which does not populate a color, or are unreported due to too few students. Based on reported numbers, Hearthstone's student

groups score within a comparable range of those at other local school districts. It is still evident that students with disabilities, foster youth, homeless, English Learners, and Hispanic/Latino students score lower than the overall in English Language Arts and Mathematics.

Curriculum and Instruction

Hearthstone's curriculum is aligned to the State Standards for all subjects and grade levels. Curriculum teams have identified essential standards aligned to the curriculum for strategic pacing to meet the need of our program model. Hearthstone adds curriculum to provide multiple options for core and supplemental materials. Hearthstone continues to evaluate its capacity to expand onsite classroom support for all programs by looking at the facility space, financial impact, and teacher assignments.

Developing systems within the school have increased the effectiveness and efficiency of instructional time. From 2017-2019, Hearthstone went from 22% to 50% on the Schoolwide Integrated Framework for Transformation – Fidelity Integrity Assessment. The systems used for the improvement include Multi-Tiered System of Supports, informal classroom observations, instructional coaching, and Positive Behavior Intervention and Support (PBIS).

Along with all BCOE schools, Hearthstone developed new courses of study for all core content areas 6th-12th grade. Courses of Study allowing teachers to deliver core academic and social-emotional competency instruction while providing Universal Design for Learning principles for each student. The courses of study are frameworks for teachers to personalize instruction, integrate content, and develop student-centered projects.

Hearthstone has a thriving garden that is used for science integration in grades TK-8. Hearthstone has a plan for using the garden for TK-12 through the DROPS grant and environmental literacy. The science department partners with the Garden Coordinator to incorporate the garden and surrounding areas as an environmental lab to integrate science into other curricular areas. The garden plays a large part in the integrated science curriculum across grade levels.

Throughout the time of distance learning, teachers participate in various professional development opportunities to improve upon remote learning techniques that engage students at all grade levels. TK-12 teachers are adding the use of online/remote programs and tools to their daily instruction through professional development opportunities. Ongoing professional development helps teachers to reach and engage students during remote and in-person learning.

Students with Disabilities

Hearthstone serves a wide range of students with disabilities from mild to severe levels. Based on IEP team recommendations, students are placed in the least restrictive environment possible to provide Free Appropriate Public Education (FAPE). All special education services documented in a student's IEP are provided at school or with BCOE's special education services. Students with disabilities are encouraged to participate in onsite classes and enrichment opportunities in order to develop social and community connections, in addition to academics. Parents are expected to provide the needed educational support at home during the student's independent study portion of their program.

Hearthstone was identified for Special Education Targeted Review for drop-out rates and ELA and Math scores. Current data reflects an engagement and achievement gap for students with disabilities.

- Chronic Absenteeism TK-12: 20.5% (+2.5%) - Special Ed: 26.10% (+19.8%)
- Unduplicated Suspension Rate (CALPADS): 2.7% (+1.6%) - Special Ed: 4.3% (+4.3%)
- IREADY READING OVERALL: FALL 2020: 36% Meeting or Exceeding Standards - Special Education 4% Meeting or Exceeding Standards
- IREADY MATH OVERALL: FALL 2020: 18% Meeting or Exceeding Standards - Special Education: 0% Meeting or Exceeding Standards
- WRITE SCORE OVERALL: FALL 2020: 15% Meeting or Exceeding Standards - Students with Disabilities 0% Meeting or Exceeding Standards

Hearthstone is working with the Butte County SELPA to develop a Specialized Education Plan for the two targeted areas. In addition, Hearthstone applied for the CSU, Chico, Northern California Educational Leadership Consortium (NorCal ELC) to address the problem of practice of closing the engagement and achievement gap of students with disabilities. Expected outcomes include identifying 1-2 areas of improvement within our systems and supports. Initiatives may consist of further implementation of Universal Design for Learning, strengthened response to intervention system that provides for academic and social-emotional needs, and removing unnecessary barriers in our school system.

English Learners

Students classified as English Learners (EL) or Reclassified Fluent English Proficient (4 or fewer years) have academic support plans that target performance gaps with focused instruction. Students not making progress for a period of two years will have an SST to determine additional supports needed to increase achievement. All plans are created using student data and learning goals aligned with English Language Development Standards to increase students' English proficiency. The plans provide EL strategies to use in the classroom and at home. Parent reports are provided twice a year to give progress updates and strategies to support learning at home. 100% of EL students have current Academic Support Plans for the Fall 2019 and Spring 2020 semester.

Assessment and Intervention

Assessment of student learning is effective and occurs in various ways. Strengths include opportunities for students to demonstrate proficiency in multiple modalities, including student-centered projects. Hearthstone follows the BCOE assessment schedule, which outlines multiple assessments, testing windows, and procedures. Hearthstone has developed clear assessment procedures that are reflected in the number of students assessed and limited use of school days. Hearthstone has an estimated 95% or higher participation rate for local and state assessments. Assessment data is analyzed using the Professional Learning Community (PLC) model to determine school-wide needs. Local data includes the assessment of Writing, Reading, Mathematics, and Climate.

Student state and district assessment results are reviewed with students and parents to establish learning goals and growth targets. Assessment results are also used to identify student interventions. Challenges include opt-out choices for parents on state assessments and lack of alignment between classroom level assessments, local district benchmarks, and state testing. Intervention participation has improved by having personal conversations around goal setting. Hearthstone began mailing local assessment results to TK-8 parents with the Fall report cards.

TK-5 teachers use iReady as a means to assign targeted intervention lessons to all students, in reading and math, based on baseline and continued assessment data. iReady lessons in reading and math are monitored regularly for progress monitoring and re-alignment with student needs.

Students in grades 6-8 are assigned to a grade level intervention support class weekly, built into their class schedule. Middle and High School students are assigned an Individualized Learning Path (ILP) course based on baseline assessment data. The students' ILP course works alongside the grade level math course and is assigned to all students assessing at or below grade level in math. Additional support classes are offered to struggling students, grades 9-12, based on need and work completion. Weekly math tutoring is also available and assigned based on student needs, grades TK-12.

At times the assessments do not meet the cultural representation and relevance to all our student groups. This is most evident with the assessment of students with disabilities who participate in modified assessments when available. Hearthstone plans, with the BCOE Special Education department, to further expand our assessment options.

Parent and Community Participation

Hearthstone utilizes existing committees, such as School Site Councils, that involve parents and students in place of a formal Parent Advisory Council (PAC). Due to the small school population we serve, having parents serve on more than one committee has not been successful. As parent involvement is essential, we use school site councils to engage parents in the decision-making process.

In addition to stakeholder meetings, Hearthstone utilized a stakeholder survey to elicit input from students, staff, parents, and community members as part of LCAP development. There were 160 survey responses, 45 more than the previous year. Survey data indicated that over 85% of stakeholders felt that their input was actively sought, the school communicates regularly, students feel supported in the development of their learning plans, and students and stakeholders felt that there were plenty of opportunities for involvement and input.

Stakeholders are involved at the school site/program level to support monitoring and updating the progress of the current approved Charter, WASC action plan, 2019-20 Local Control Accountability Plan (LCAP) and the development of the 2020-21 LCAP, which encompasses the Single Plan for Student Achievement (SPSA). Hearthstone looks to stakeholders to provide consultation/input regarding continuing, improving, increasing, and changing actions and services for the Charter Petition and the LCAP. Stakeholders include parents, teachers, school staff, students, community members, local bargaining units, district and county office personnel, administrators, representatives for Foster youth, Special Education, English Learners and stakeholders of expelled youth.

Attendance by stakeholders, including parents and agency partners, is highest at our student events. These events include graduation and promotion ceremonies, Back to School Night, Harvest Festival, Gratitude Gathering, and the Student Expo. At these events, we hold conversations with stakeholders, as well as take the opportunity to administer the LCAP survey. The LCAP Survey has also been distributed via the website, fliers, and within the school day. LCAP goals and actions are reviewed at monthly management meetings to gauge progress on the LCAP goals and actions.

The stakeholders' input through meetings, consultations, and the survey results provides valuable information for site and program goal revisions and adjusted actions and services. School site meetings are part of the operations and stakeholder input is built into multiple meetings and activities throughout

the year. Engaging and involving our families is of great importance and we plan several events throughout the year to engage parents and elicit feedback.

Hearthstone holds events throughout the school year to engage students and families in learning opportunities and celebrations. The traditional Back-to-School Night has become a family engagement night for students to bring their families to participate in various learning activities at all grade levels.

School climate data is collected annually and analyzed with stakeholders. Overall results for elementary students and staff continue to be in the 80% range with middle and high school students reporting 75-77% overall. The lowest areas for students continue to be with their level of engagement and feeling of success. Staff report that safety is their biggest concern. School-wide systems such as PBIS, Leadership Team, and PLCs are used to improve results through cycles of continuous improvement. Hearthstone works closely with the new BCOE Director of Emergency Preparedness School Safety & Security to address areas of concern and improvement.

Hearthstone School works in partnership with parents to use data to improve student engagement and achievement. Hearthstone uses a student information system to document current intervention and behavior data. In 2019-2020, Hearthstone documented 142 office discipline referrals and 99 Student Success Teams (SSTs). Current information allows the school to provide responsive intervention matching to identified student needs. In Fall 2020, Hearthstone conducted 51 SSTs with parents, students, teachers, and other support staff to set goals, personalize the students' educational plan, and assign interventions.

Charter School and State CA Dashboard Two-Year Comparison

*Use a * where there are fewer than 11 students*

Engagement

Chronic Absenteeism (K-8)	2018-19	2018-19	2018-19	2018-19	2017-18	2017-18	2017-18	2017-18
	School %	State%	School Color	State Color	School %	State%	School Color	State Color
All Students	12	10.1	Yellow	Orange	32	9	Red	Yellow
English Learner	*	9.9	*	Orange	27	8.6	Red	Orange
Low Income	13	12.9	Yellow		35	11.4	Red	
Foster Youth		20.1	*		*	18.5	*	
Homeless		21.1	*		*	19.4	*	
Disabilities		16.3	Yellow		*	15.1	Red	
White		8.1	Yellow			7.7	*	
Hispanic/ Latino	8	11	*		39	9.7	Red	
Two or More Races	*	9.8	*		*	9.3	*	
African American	*	20.6	*		*	17.9	*	
Nat Hawaii/Pac Isl	*	18.8	*		*	16.1	*	
Am Ind/Nat Alaskan	*	18.9	*		*	17.8	*	
Asian	*	3.7	*		*	3.2	*	
Filipino	*	5.2	*		*	4.3	*	

Graduation Rate

	2018-19 School %	2018-19 State%	2018-19 School Color	2018-19 State Color
All Students	81	85.9	Green	Green
English Learner	*	72.7	*	Yellow
Low Income	77	83.3	*	
Foster Youth		64.2	*	
Homeless		77.8	*	
Disabilities		70.7	*	
White		89.1	*	
Hispanic/ Latino	83	83.8	*	
Two or More Races	*	86.9	*	
African American	*	78.7	*	
Nat Hawaii/Pac Isl	*	85.1	*	
Am Ind/Nat Alaskan	*	78.4	*	
Asian	*	93.9	*	
Filipino	*	93.9	*	

	2017-18 School %	2017-18 State%	2017-18 School Color	2017-18 State Color
	61	83.5	Red	Yellow
	*	70.9	*	Orange
	64	80.8	*	
		59	*	
		76	*	
		71.4	*	
		87.7	*	
	*	81.2	*	
	*	84.7	*	
	*	72.1	*	
	*	81	*	
	*	74.4	*	
	*	93.4	*	
	*	92.7	*	

Academics

College Career

	2018-19 School %	2018-19 State%	2018-19 School Color	2018-19 State Color
All Students	29	44.1	Yellow	Yellow
English Learner	*	16.8	*	Yellow
Low Income	24	35.8	*	Green
Foster Youth		13.3	*	
Homeless		25.9	*	
Disabilities		10.8	*	
White		53.8	*	
Hispanic/ Latino	33	36.1	*	
Two or More Races	*	49.7	*	
African American	*	23.7	*	
Nat Hawaii/Pac Isl	*	33.5	*	
Am Ind/Nat Alaskan	*	25.9	*	
Asian	*	74	*	
Filipino	*	64.5	*	

	2017-18 School %	2017-18 State%	2017-18 School Color	2017-18 State Color
	18	42.2	Orange	Yellow
		14.5	*	Orange
	14	33.7	*	Orange
		10.4	*	
		24.3	*	
		9.2	*	
		52.2	Orange	
	*	33.8	*	
	*	48.6	*	
	*	21.2	*	
	*	31.7	*	
	*	25.2	*	
	*	74.1	*	
	*	62.7	*	

ELA (3-8 & 11)

	2018-19 School %	2018-19 State%	2018-19 School Color	2018-19 State Color
All Students	-19	-3	Yellow	Green
English Learner	*	-45.6	*	Orange
Low Income	-22	-30.5	Yellow	Yellow
Foster Youth	*	-72.2	*	Orange
Homeless	*	-47.2	*	Yellow
Disabilities	-69	-88.3	*	Orange
White	-9	+30.1	Orange	Green
Hispanic/ Latino	-44	-27.1	*	Yellow
Two or More Races	*	+29.7	*	Green
African American	*	-48	*	Yellow
Nat Hawaii/Pac Isl	*	-20	*	Orange
Am Ind/Nat Alaskan	*	-69.6	*	Orange
Asian	*	+59.8	*	Blue
Filipino	*	+18	*	Green

	2017-18 School %	2017-18 State%	2017-18 School Color	2017-18 State Color
All Students	-24	-6	Yellow	Orange
English Learner	*	-47.1	*	Yellow
Low Income	-28	-34.7	Yellow	Yellow
Foster Youth	*	-79.2	*	Red
Homeless	*	-51	*	Yellow
Disabilities	-60	-95.5	*	Red
White	-9	+27.7	Orange	Green
Hispanic/ Latino	-28	-31.3	*	Yellow
Two or More Races	*	+28.6	*	Green
African American	*	-51.8	*	Orange
Nat Hawaii/Pac Isl	*	-21.3	*	Orange
Am Ind/Nat Alaskan	*	-73	*	Orange
Asian	*	+56.7	*	Blue
Filipino	*	+13.1	*	Green

English Learner

Progress toward Proficiency

	2018-19 School %	2018-19 State %	2018-19 School Level	2018-19 School Level
Progress toward Proficiency	*	48.3	*	*

	2017-18 School %	2017-18 State %	2017-18 School Level	2017-18 School Level
Progress toward Proficiency	*	N/A	*	*

Math (3-8 & 11)

All Students
English Learner
Low Income
Foster Youth
Homeless
Disabilities
White
Hispanic/ Latino
Two or More Races
African American
Nat Hawaii/Pac Isl
Am Ind/Nat Alaskan
Asian
Filipino

	2018-19 School %	2018-19 State%	2018-19 School Color	2018-19 State Color
All Students	-99	-33.5	Orange	Orange
English Learner	*	-68.6	*	Orange
Low Income	-109	-63.7	Red	Yellow
Foster Youth	*	-107.2	*	Orange
Homeless	*	-77.7	*	Orange
Disabilities	-168	-119.4	*	Orange
White	-92	+1.4	Orange	Green
Hispanic/ Latino	-107	-62.2	*	Yellow
Two or More Races	*	+2.5	*	Green
African American	*	-87.9	*	Orange
Nat Hawaii/Pac Isl	*	-49.8	*	Orange
Am Ind/Nat Alaskan	*	-69.6	*	Orange
Asian	*	+59.8	*	Blue
Filipino	*	+18	*	Green

	2017-18 School %	2017-18 State%	2017-18 School Color	2017-18 State Color
All Students	-106	-36.4	Red	Orange
English Learner	*	-69.9		Orange
Low Income	-109	-67.4	Red	Orange
Foster Youth	*	-114	*	Red
Homeless	*	-81	*	Orange
Disabilities	*	-125.3	*	Red
White	-87	-1	Orange	Yellow
Hispanic/ Latino	-123	-65.8	*	Orange
Two or More Races	*	+1.9	*	Green
African American	*	-91.5	*	Orange
Nat Hawaii/Pac Isl	*	-52	*	Orange
Am Ind/Nat Alaskan	*	-73	*	Orange
Asian	*	+56.7	*	Blue
Filipino	*	+13.1	*	Green

Climate

Suspension Rate (K-12)

All Students
 English Learner
 Low Income
 Foster Youth
 Homeless
 Disabilities
 White
 Hispanic/ Latino
 Two or More Races
 African American
 Nat Hawaii/Pac Isl
 Am Ind/Nat Alaskan
 Asian
 Filipino

2018-19 School %	2018-19 State%	2018-19 School Color	2018-19 State Color
1.1	3.4	Blue	Yellow
*	3.1	*	Yellow
1.4	4.3	Green	Yellow
*	14.6	*	Orange
0	6.2	*	Orange
0	6.2	Blue	Yellow
0.6	2.9	Blue	Yellow
2.9	3.5	Orange	Yellow
0	3.3	*	Yellow
*	8.8	*	Orange
*	4.5	*	Yellow
0	7.2	*	Orange
*	1	*	Blue
*	1.3	*	Green

2017-18 School %	2017-18 State%	2017-18 School Color	20 State Color
3.2	3.5	Yellow	Green
7.1	3	Yellow	*
3.1	4.4	Yellow	Green
23.1	15.2	Red	*
5.5	5.6	Orange	*
1.4	6.8	Yellow	Green
2.4	3	Yellow	Yellow
1.8	3.6	Yellow	Green
11.1	3.4	Yellow	Red
*	9.4	Orange	*
*	4.7	Yellow	*
0	7.2	Yellow	*
*	1	Blue	*
*	1.3	Green	*

Section 2: Governance and Organizational Management

School Leadership

Staff and Administrator Effectiveness

Evaluation of staff effectiveness and proficiency of job standards is conducted annually. Staff are active members of the evaluation process and receive improvement recommendations when needed. Hearthstone uses additional assessments aligned with school priorities to measure effectiveness and implementation fidelity. Annually, the school Leadership team and BCOE Administration team review data from MTSS fidelity assessments, student-centered coaching feedback, and staff climate and professional development surveys. The multiple measures gathered provide a holistic view of school strengths and areas of improvement.

Administrative Processes and Procedures

Hearthstone site administration, staff, and stakeholders collaboratively monitor the goals and action steps in the school's accountability plans, which include the Charter Self-Evaluation, Western Association for Schools and College Self Study and Action plan, School Accountability Report Card, and Local Control Accountability Plan (LCAP).

System improvements at the LEA level continue to support the School Accountability Report Card and Local Control and Accountability Plan development. The Hearthstone site administration monitors all aspects of the school program, including implementing the state standards aligned core content curriculum and instruction. Action steps are documented throughout the year, and needs assessments are completed using school-wide data to drive school improvement efforts along the way.

In 2019-2020, a number of new Charter laws went into effect that brought attention to the school's current processes and procedures. Hearthstone updated the Comprehensive School Safety Plan, Enrollment and Disenrollment process, and School Handbook, which are reviewed by Butte County Office of Education for legal compliance.

As of 2017-18, Hearthstone started submitting documentation of School Site Council meetings and other legal functions of the school to an online repository that provides timelines and is monitored by the Butte County Office of Education.

In 2019, Hearthstone moved to an online registration process for all returning and new students. During the registration process, parents are provided information on the school's policies and given the opportunity to review all opt-in and opt-out mandates.

Leadership Strengths and Areas for Growth

The Hearthstone site administration meets regularly with the site Leadership Team whose members facilitate PLC teams. The PLCs work effectively to collect and analyze data from all aspects of the school program to monitor progress on goals and make systems improvements. Leadership members report out to the PLC teams to distribute information and update staff on changes, as needed. The Leadership Team uses the Fidelity Integrity Assessment (FIA) as a self-assessment tool to monitor our progress in relation to the domains and features of the Multi-Tiered System of Support (MTSS). The Leadership Team uses the scores to adjust priorities for improvement and implementation status to adjust short-term action plans. Hearthstone FIA implementation status increased from 23% in 2017-18 to 56% in 2019-20 with Administrative Leadership as our strongest domain at 83% implementation.

Governance

Hearthstone is a locally funded charter, and as such is authorized and governed by the Butte County Board of Education. As of 2018-19, oversight procedures were implemented that allow the site administration to regularly interact with the Governing Board. This allows the Board the opportunity to understand the program and offer feedback and support that will help the school excel. Site administration diligently conducts regularly scheduled School Site Council meetings according to the terms of the charter.

Hearthstone complies with all aspects of organizational management, including Health and Safety, Discipline Practices, Admissions and Parent Notification, which are outlined in Hearthstone's Handbook, Comprehensive School Safety Plan, Enrollment and Disenrollment procedures, and BCOE Superintendent Policy.

Hearthstone completes a Self-Evaluation and Needs Assessment annually in collaboration with students, parents, community members, and staff to direct Title 1 and Supplemental and Concentration funds to target the subgroups with performance gaps.

Section 3: Fiscal Operations

Hearthstone is a locally funded charter, and as such, does not have the same level of fiscal responsibility as a direct-funded charter. Hearthstone's primary fiscal responsibility is to increase enrollment and attendance rates that will create financial stability for the program. As stated in the 2017 Charter Petition revision, Hearthstone acknowledges that a stable student population and community awareness of the educational services offered are a key component to the successful implementation of a charter school. Hearthstone adjusts the targeted student enrollment and additional resources needed on an annual basis.

Equitable Distribution of Funds

Hearthstone is state-funded through the Local Control Funding Formula, where supplemental and concentration funds are allocated to directly support underserved student groups. Additionally, Hearthstone is a Title 1 school receiving federal funding to improve similar student groups' achievement. Annually, Hearthstone analyzes the success of action items targeted to serve these student groups, including foster youth, homeless youth, English Learners, and low-income students. Hearthstone continues to successfully distribute funds to identified student groups as documented in the annual Local Control Accountability Plan.

Fiscal Procedures

Hearthstone collaborates with BCOE Fiscal to meet all established requirements, including annual timelines and the school budget review, to prevent audit exceptions.

Improved Fiscal Operations

A new financial management system, Escape, has been successfully rolled out and is now being implemented to track all school budgets. Additionally, Hearthstone, Fiscal, and SPES have collaborated to use a new school budget tracking tool. The tool makes the budgets accessible and aligned with other accountability measures such as the LCAP. The tool will need continued work to be fully aligned with all school-wide incentives and accountability measures.

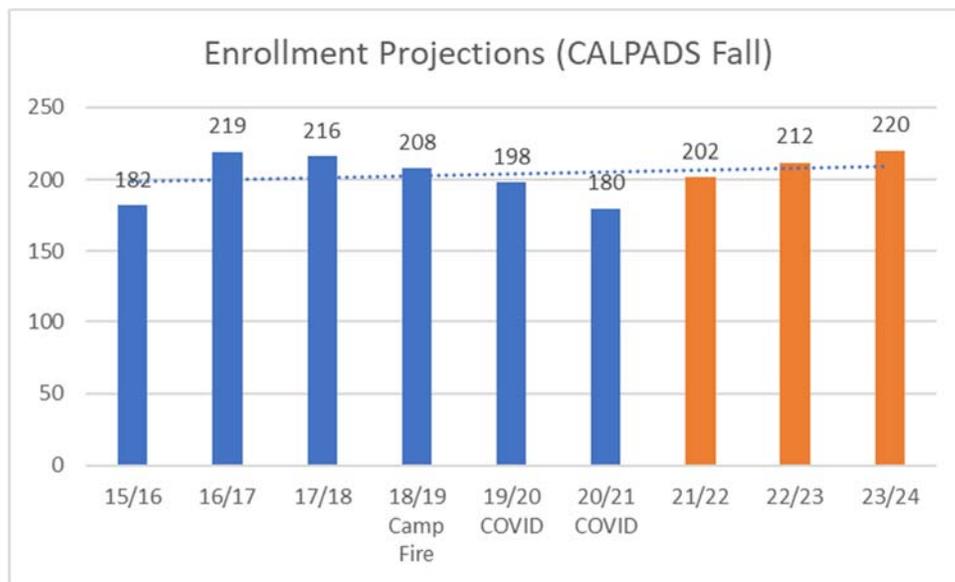
New Funding Sources

In 2020-21, Hearthstone received funding based on the states hold harmless funding formula. Additional Learning Loss Mitigation Funding was received to address some of school closures' impacts due to the pandemic. Hearthstone continues to apply for grants and other one-time funds to further expand the school offerings and supports.

Relevant Data

Enrollment dropped in 2018-2020 due to Camp Fire, COVID-19, and state limitations. Hearthstone has improved its student recruitment by developing a waitlist of 68 students as of January 2021 and over 525 interest forms over the last 18 months. Hearthstone has maintained a waitlist for its program since Fall 2019.

To accommodate the growing interest, Hearthstone has expanded its facility to include three additional portables since the last charter renewal, including the most recent in 2019-2020. The extra space will allow Hearthstone to increase enrollment and its offerings of in-person classes.



Hearthstone enrollment projections are based on the current waitlist, recent pre-Fire and COVID enrollment, and new facility capacity. Given the current estimates, Hearthstone expects to run a reserve over the next three fiscal years.

The greatest impact of the Camp Fire and COVID-19 has been on Hearthstone's ability to plan for future growth. The uncertainty has left the school addressing immediate student needs with the current limitations of funding. To increase enrollment and funding, Hearthstone has an active enrollment interest list of over 60 students. Also, grant applications have been submitted to support the development of our CTE program. Notification of grant funding for 2020-21 will be received in 2021.

Hearthstone has developed a reserve budget that will allow for a quick response to program changes based on needs assessments. Hearthstone used a significant amount of the reserve budget to add one portable building in 2020. The new additional space will allow the school to grow enrollment.

In 2019-2020, Hearthstone used reserves to expand the facility to accommodate additional enrollment and onsite classes. By 2023-24 Hearthstone projects enrollment will mirror that of 2016-17. Hearthstone has established a significant interest and waitlist for our program as tracked since summer 2019.

Budget Summary

	2020-21	2019-20	2020-21
Revenue		\$2,927,898	\$2,573,550
Net Position as of June 30		\$26,816	\$105,474
\$ Reserves		\$8,370	\$95,398

Enrollment Summary

Year	CBEDS Enrollment	P2 Enrollment	Attendance Rate (%)
2020-2021 Projected	193	193	95.00
2019-2020	197	205	92.47
2018-2019	208	197	95.76

Section 4: Fulfillment of the Charter

Measures and Methods for Pupil Outcomes:

Goal 1: All students will be prepared to transition successfully into subsequent educational levels and the work force.	
Measures and Methods for Pupil Outcomes	
<u>Personalized Learning (Priorities 1, 2 and 8)</u>	
100% of students have sufficient instructional materials.	<ul style="list-style-type: none"> Inventory Sufficiency: Actual Enrollment and Core Curriculum Inventory for Sufficiency. 2020-21:100% of students have sufficient instructional materials.
100% of teachers will continually evaluate student progress toward statewide performance standards as required by Education Code §60602, et seq.	<ul style="list-style-type: none"> 100% of students receive quarterly progress reports and semester report cards (Student Information System).
100% of teachers will increase one level each year on the BCOE CSS Stages of Implementation Rubric until Stage 5 is completed for English Language Arts (ELA), English Language Development (ELD), and Mathematics.	<ul style="list-style-type: none"> New baseline data was established to align with state priorities. ELA 2019-20 (Baseline): 11/15 Standards Implementation Rubric ELD 2019-20 (Baseline): 8/15 Standards Implementation Rubric Math 2019-20 (Baseline): 12/15 Standards Implementation Rubric

<p>100% of teachers will implement standards at level 3 of the English Language Arts (ELA), English Language Development (ELD), and Mathematics rubrics by 2020.</p>	<ul style="list-style-type: none"> • New baseline data was established to align with state priorities. • 2019-20 Hearthstone is implementing English Language Arts, English Language Development, and Mathematics at an average of 3 (initial implementation) or higher.
<p>All students will show improvement in reading, writing and math of one level or more on CAASPP.</p>	<ul style="list-style-type: none"> • 3-8 ELA CAASPP: CA Dashboard • 2017-18 (Baseline): 30% Meeting or Exceeding Standards • 2018-19: 35% Meeting or Exceeding Standards (+5%) • 11th EAP ELA: CA Dashboard • 2014-15 (Baseline): 54% Conditional Ready/Ready • 2018-19: 52% Conditional Ready/Ready (-2%) • 3-8 Math CAASPP: CA Dashboard • 2017-18 (Baseline): 12% Meeting or Exceeding Standards • 2018-19: 17% Meeting or Exceeding Standards (+5%) • 11th EAP Math: CA Dashboard • 2015-16 (Baseline): 8% Conditional Ready/Ready • 2018-19: 10% Conditional Ready/Ready (+2%)
<p>All students will show improvement in knowledge and understanding of Social Sciences through locally developed standards based assessments, Project Based Learning, writing assessments and/or curriculum based assessments.</p>	<ul style="list-style-type: none"> • A-G Course Completion: CALPADS P2 • 2015-16 (Baseline): 12% of students completed A-G Social Studies course with C or higher • 2019-20: 51% of students completed A-G Social Studies course with C or higher
<p>All students will show improvement in knowledge and understanding of Sciences through labs, locally developed standards-based assessments, Project Based Learning, writing assessments and/or curriculum based assessments.</p>	<ul style="list-style-type: none"> • A-G Course Completion: CALPADS P2 • 2015-16 (Baseline): 0% of students completed A-G Lab Science course with C or higher • 2019-20: 29% of students completed A-G Lab Science course with C or higher

<p>All students will have access to classroom experiences that provide art enrichment and a bridge to workforce readiness. Students will have access to the needed courses to complete A-G requirements.</p>	<ul style="list-style-type: none"> • A-G Course Completion: CALPADS P2 • 2015-16 (Baseline): 0% of students completed A-G Visual and Performing Arts course with C or higher (CALPADS P2). • 2019-20: 14% of students completed A-G Visual and Performing Arts course with C or higher (CALPADS P2). • 100% of student have access to art education. (Credentialed TK-12 credentialed Art Teacher). • 100% of 9th graders have access to a Career Exploration course.
<p>All students will access instruction on lifelong wellness, personal fitness and building healthy relationships.</p>	<ul style="list-style-type: none"> • 100% of students enrolled in Physical Education (Annual IS Audit). • 100% of students offered comprehensive Sex Education in 7th and 9th grade (Student Information System). • 100% of 9th graders offered Health course (Master Schedule).
<p>All students will have access to at least one world language including cultural and geographic aspects.</p>	<ul style="list-style-type: none"> • 100% of high school students have access to two-year A-G Language other than English course (Master Schedule). • 2015-16 (Baseline): 0% of students completed A-G Language other than English course with C or higher (CALPADS P2). • 2019-20: 9% of students completed A-G Language other than English course with C or higher (CALPADS P2).
<p>All students will have access to Butte College classes, be instructed in 21st Century Skills, A-G courses, Work Experience Education and Career Technical Education Pathways.</p>	<ul style="list-style-type: none"> • 100% of high school students have access to Butte College concurrent enrollment. • 100% of high school students have access to a complete A-G course of study (A-G Course Management). • 100% of high school students have access to Work Experience. • 100% of high school students have access to two Career Technical Education pathways. • Annual Butte College Reg-to-Go and FAFSA presentations to high school students

Rigorous Expectations (Priorities 4, 7 and 8)

A minimum of 95% of students will be assessed using the CAASPP system for ELA/Literacy and Mathematics increasing by one grade level or more in the annual assessment.

- Participation Rates: CA Dashboard
- 95% ELA and Math CAASPP

Increase the percentage of all students and subgroups achieving at proficiency level in ELA and Math by 10% per year utilizing 2015-16 CAASPP data as the baseline.

- 3-8 ELA CAASPP: CA Dashboard
Low Income:
 - 2017-18 (Baseline): 33% Meeting or Exceeding Standards
 - 2018-19: 28% Meeting or Exceeding Standards (-5%)Special Education:
 - Too few students to report publicly. These students are not performing comparable to the overall population.
- 11th EAP ELA: CA Dashboard
Low Income:
 - 2014-15 (Baseline): 55% Conditional Ready/Ready
 - 2018-19: 54% Conditional Ready/Ready (-1%)Special Education:
 - Too few students to report publicly. These students are not performing comparable to the overall population. These students are not performing comparable to the overall population.
- 3-8 Math CAASPP: CA Dashboard
Low Income:
 - 2017-18 (Baseline): 15% Meeting or Exceeding Standards
 - 2018-19: 17% Meeting or Exceeding Standards (+2%)Special Education:
 - Too few students to report publicly. These students are not performing comparable to the overall population.
- 11th EAP Math: CA Dashboard
Low Income:
 - 2015-16 (Baseline): 7% Conditional Ready/Ready
 - 2018-19: 0% Conditional Ready/Ready (-7%)

	<p><u>Special Education:</u></p> <ul style="list-style-type: none"> • Too few students to report publicly. These students are not performing comparable to the overall population.
80% of high school students will participate in A-G classes, Butte College Concurrent Enrollment, College Connections, Career Technical Education Pathways and/or work experience by June 2018.	<ul style="list-style-type: none"> • 100% of high school students have access to participate in in A-G classes, Butte College Concurrent Enrollment, Career Technical Education Pathways and, work experience. In 2019-2020, over 80% of high school students participated.
Establish baseline data on dual enrollment with Butte College, Advanced Placements enrollment, and increase students successfully completing by 10% per year.	<ul style="list-style-type: none"> • 2015-16 (Baseline): 0% of students completed college course credit with C or higher (CALPADS P2). • 2019-20: 6% of students completed A-G college course credit with C or higher (CALPADS P2).
100% of students will have access to and be enroll in a broad course of study that includes college and career readiness.	<ul style="list-style-type: none"> • 100% of high school students have access to A-G, CTE, Work Experience, and concurrent enrollment courses.
<p><u>Academic Support Services (Priorities 2 and 4)</u></p>	
Within five years of enrollment 100% of EL students will develop proficiency and function successfully in English and in the core curriculum comparable to the average student of the same age or grade level whose primary language is English, overcome language barriers and recoup any academic deficits and sustain adequate psychosocial adjustment.	<p><u>Long-Term English Language Learners:</u></p> <ul style="list-style-type: none"> • Too few students to report publicly.
100% of EL students will increase by one performance level on the language assessment per year until reclassification criteria is met.	<ul style="list-style-type: none"> • Too few students to report publicly.
100% of students will perform nearly equal on state assessments, therefore eliminating performance gaps among subgroups of students.	<ul style="list-style-type: none"> • Various performance gaps exist for student groups as reported above. Special Education are not performing comparable to the overall population for ELA and Math.

Goal 2: All Learning Community Charter School students will learn in safe, consistent, nurturing environments.

Measures and Methods for Pupil Outcomes

Student and Family Engagement (Priorities 1, 3, 5 and 6)

<p>100% of school facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 1700 By BCOE Maintenance and Operations.</p>	<ul style="list-style-type: none"> • School Facility Conditions Evaluation: Facility Inspection Tool • 2020-21, 100% average percentage of 8 school categories with a school rating of exemplary.
<p>The school will grow by at least two points overall annually on the Family and Community Engagement Metric until “Excelling” is sustained.</p>	<ul style="list-style-type: none"> • Engagement Rubric • Spring 2019 (Baseline): 61% overall across 6 categories on a 4 point rubric. • Spring 2020: 70% overall across 6 categories on a 4 point rubric (+9%).
<p>Annually review and update a school safety plan to achieve an overall rating of “Excelling” on the Student Family Engagement Metric.</p>	<ul style="list-style-type: none"> • New measures are in place to ensure school safety. Hearthstone annually completes a Comprehensive School Safety Plan which is reviewed by stakeholders and BCOE Director of Emergency Preparedness School Safety & Security.
<p>Annually seek input from 100% of parents in decision making, and promotion of parent participation in programs for unduplicated pupils and special needs subgroups.</p>	<ul style="list-style-type: none"> • 100% of parents have the opportunity to provide input and participate in the decision-making process through the annual school LCAP survey. • Hearthstone has all parent/community members positions filled on the School Site Council.
<p>100% of students will be provided resources and supports to transition successfully.</p>	<ul style="list-style-type: none"> • College-Going-Rate: Data Quest • 2015-16 (Baseline): 34.5% of students going to college. • 2017-18: 52.6% of students going to college (+18.1%) • 100% of students have access to academic counseling which includes transition services. • Special Education: These students receive annual transition meetings. • Academic Plan established with graduations check for all 11th graders. • Annual Butte College Reg-to-Go and FAFSA presentations to high school students.

<p>Annually track and review drop-out statistics to continue to reduce percentage of drop-outs to 5% by 2021.</p>	<ul style="list-style-type: none"> • Drop-Out Rate: CA Dashboard • 2015-16 (Baseline): 21.4% of students dropped out. • 2018-19: 18% of students dropped out (-3.4%).
<p><u>Robust Wrap Around Services (Priorities 5 and 6)</u></p>	
<p>The Fidelity, Integrity Assessment (MTSS) tool score will increase by 5% annually.</p>	<ul style="list-style-type: none"> • MTSS Implementation: Fidelity Integrity Assessment • Fall 2017 (Baseline): 23% overall implementation. • Fall 2019: 52% overall implementation (+29%).
<p>Establish baseline data and percentage improvement measures for CHKS to achieve an overall rating of “Excelling” on the Student Family Engagement Metric.</p>	<ul style="list-style-type: none"> • Hearthstone participates in the California Healthy Kids Survey every two years. Results are reported back by county-wide data. Often the number of students participating for each grade level is too few to report publicly. • By participating in the CHKS, Hearthstone is able to offer tobacco education to lessons annually to middle school students.
<p>100% of all grade levels will implement CASEL standards.</p>	<ul style="list-style-type: none"> • 100% of students receive integration of CASEL Competencies (Courses of Study and Staff Professional Development).
<p>100% of goals in Student Family Engagement section above will be attained with the addition of a comprehensive school counseling program.</p>	<ul style="list-style-type: none"> • 100% of students have access to a comprehensive counseling program with social-emotional and academic counseling (Credentialed PPS School Counselor).
<p>Universal screener data- SEL baseline data and growth rates will be established for hybrid students in K-5, followed by 6-12.</p>	<ul style="list-style-type: none"> • Collaborative for Academic, Social, and Emotional Learning Competencies: Strengths and Difficulties Questionnaire • Spring 2019, 44/80 TK-8 students identified as below average in 1 out of the 5 competencies
<p>The Tiered Fidelity Inventory (PBIS) score will increase by 5% annually.</p>	<ul style="list-style-type: none"> • PBIS Implementation: Tiered Fidelity Inventory • 2015-16 (Baseline): 17%-Tiered Fidelity Inventory (PBIS) • 2019-20: 62%-Tiered Fidelity Inventory (PBIS) (+45%)

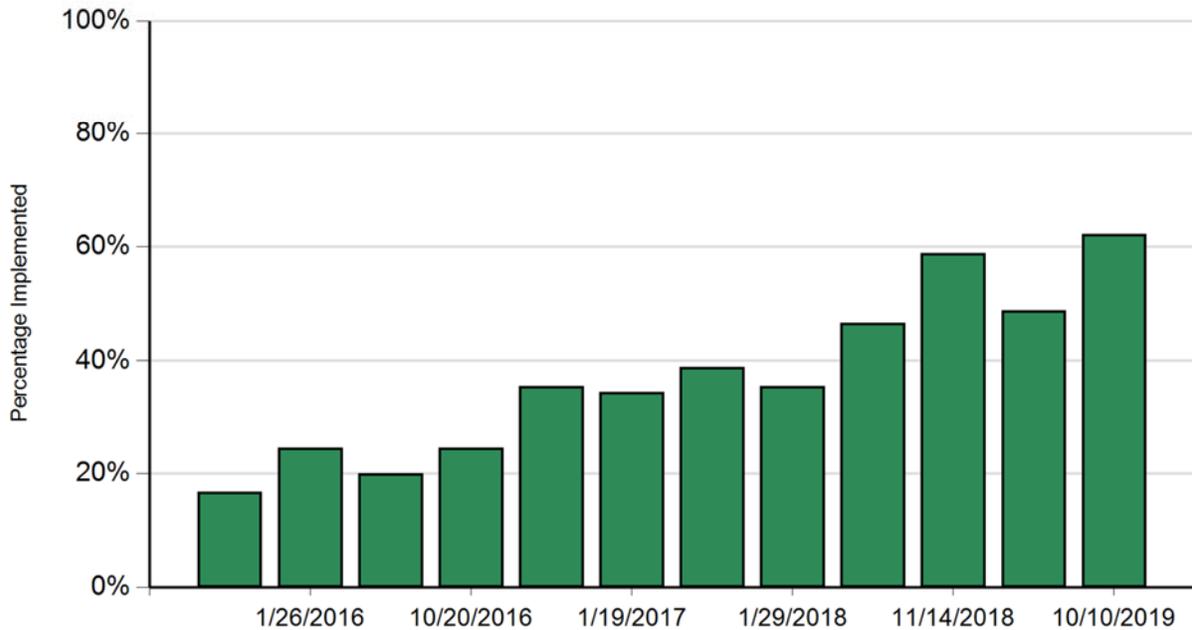
<p>Sustain an average of 98% attendance with less than 5% chronic absenteeism by 2021.</p>	<ul style="list-style-type: none"> • 2019-20: Attendance Tk-12 92.47% Attendance rate (-3.29%) <u>Student Group Data:</u> Low Income: 92.77 (+3.77) Special Ed: 92.37% (-<1%) Hispanic/Latino: 93.57% (+<1%) White: 92.31% (+1.06%) • 2019-20: Chronic Absenteeism TK-12 (CALPADS): 20.5% (+2.5%%) <u>Student Group Data:</u> Low Income: 19.3% (+<1%) Special Ed: 26.10% (+19.8%) Hispanic/Latino: 15.2% (+1.5%) White: 19.1% (+4%)
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Hearthstone continues to make progress toward the goals and actions of the charter. The school provides both the traditional Independent Study and a Hybrid Option (blended Independent Study and classroom instruction) with the intention to increase student opportunities for first instruction, create a safe conducive learning environment, and strengthen the school’s relationship with parents to prepare students for career, college and life. 95% of students and parents reported that the school's teachers and instruction promote high levels of academic achievement.

Hearthstone is a personalized learning program where all students receive a customized Student Learning Plan. To effectively measure and improve, Hearthstone stakeholders will collaborate to develop a personalized learning tool. The tool's aspects may include the Big Picture Learning 10 Distinguishers to define and measure personalized learning for all students.

Rather than putting multiple initiatives in place each year, Hearthstone has placed focus on fewer initiatives at a time for improved effectiveness and efficiency. This minimization has improved teacher effectiveness with implementing a new initiative and helps maintain the initiative over time. The focus is evident in PBIS Tiered Fidelity Inventory data from 2015-2019. Hearthstone will sustain current progress in future years while focusing on student engagement and academic achievement initiatives.

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Hearthstone School
9/30/2015 - 10/10/2019



Enrollment and Demographic Changes:

Hearthstone complies with the Charter School Complaint Notice, Ed Code Section 47605(d)(4), and provides the public the form to file a complaint which is submitted to our charter authorizer.

Hearthstone continues to serve a significant percentage of students identified as low income, credit deficient, and students with disabilities. These changes are detailed in the Education Summary and Enrollment and Demographic Data section.

Hearthstone School

Charter Petition 2021-2026



**Butte County Office of Education
Charter Assurances**

As part of the charter school petition, we agree to the following:

- ✓ Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. CA Ed Code Section 47605 (b)(5)(O)]
- ✓ Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- ✓ Will be open to all students, on a space available basis, and shall not discriminate on the basis of the fact or perception of a person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. CA Ed Code Section 47605(d)(1)]
- ✓ Will not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, color, creed, age, sex, religion, national origin, disability, sexual orientation, marital status, or any other protected classification, in accordance with applicable law, and will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- ✓ Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- ✓ If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.
- ✓ Will at all times maintain all necessary and appropriate insurance coverage.
- ✓ Will be subject to conflict of interest and other laws pertaining to public officials.
- ✓ Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

 Hearthstone
Signature of Petitioner/School Name

1/12/21
Date

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Part One: INTRODUCTION

Hearthstone School operates as a TK-12 Independent Study program consisting of Independent Study, Hybrid, and Online learning options. The school emphasizes a rigorous instructional program coupled with relevant student-centered learning experiences. The learning environment promotes critical thinking, social-emotional learning, and college and career readiness skills to prepare students for life after high school. The school also emphasizes actively involving parents, families and community partners to support student learning and achievement.

In 2020-2021 Hearthstone applied for and was assigned Dashboard Alternative School Status (DASS). Hearthstone is a charter school that serves high-risk youth and has an unduplicated student count of at least 70 percent of the school's total enrollment comprised of high-risk student groups. Hearthstone voluntarily participates in DASS and will be required to re-certify their high-risk student enrollments at 70% every three years.

Hearthstone School is supervised by the Butte County Office of Education (BCOE) Student Programs and Educational Support (SPES) Division that provides appropriate educational services through alternative instructional programs, including charter schools, community schools, juvenile court schools, Independent Study, special education programs, and vocational programs. Hearthstone has been fully accredited by the Western Association of School and Colleges (WASC) since 2016. The ongoing development of the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA) positively contribute to both charter and WASC goal development.

Hearthstone School receives charter school funding through the Local Control Funding Formula (LCFF), including base, supplemental and concentration funding. The school also has a Targeted Title I designation and receives BCOE Title I, Part A funds in the form of a per-student allocation as determined by BCOE. Hearthstone School continually researches and expands its federal, state, and local-funded entitlement programs and grants to support its overall educational program.

Part Two: CHARTER ELEMENTS

Element A: Description of Vision, Mission and Educational Program

Hearthstone School is fully WASC accredited and serves approximately 200 TK-12 students throughout Butte County and contiguous counties. The educational program is aligned with California State Standards, is based on effective teaching models and is designed to meet the needs of diverse students.

The Charter Schools Act of 1992 states the intent of the Legislature to provide opportunities for teachers, parents, students and community members to establish and maintain charter schools as a method to: (1) improve student learning; (2) increase learning opportunities for students who are identified as low-achieving; (3) encourage innovative teaching methods; (4) create new professional learning opportunities for teachers; (5) provide parents and students with expanded educational choices; (6) hold schools accountable for meeting measurable student outcomes and (7) stimulate continual improvements in all public schools. Since 1996 Butte County Office of Education (BCOE), as the charter-governing agency, administered Learning Community Charter School (LCCS) and continues to administer Hearthstone School as a dependent charter.

Targeted Student Population and Community Need

Hearthstone School students enroll for various 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.

Hearthstone School is committed to creating a student body that fully reflects the full range of diversity found in the broader school-aged community in Oroville and neighboring communities. Hearthstone believes that creating a diverse community of learners is critical to a basic 21st Century education.

Hearthstone actively seeks students from all areas within Oroville, emphasizing reaching students who have not experienced academic or social success in the traditional school setting. The underlying belief that all students can thrive academically, socially, and emotionally will guide our approach and ensure that all students have equal access to learning. Hearthstone conducts active, ongoing outreach to attract students in traditionally underserved groups.

Upon enrollment, students participate in diagnostic assessments in English-Language Arts and Math. Assessment results along with students' goals and areas of interest are used to assist the school's academic counselor and teachers in designing an individualized program that meets students' academic needs, supports social-emotional wellness and facilitates achievement of their personal, post-secondary and career goals.

DASS Status

Hearthstone will maintain documentation that 70% of students will be reflected on the DASS Participation Form. When applying for other alternative school status, only the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility.

Mission:

To bring inspiration and personalization to every student’s educational experience.

Vision:

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

Hearthstone School provides a wide variety of student-centered learning opportunities at home and in the classroom to improve achievement and increase learning opportunities for students in grades TK-12 who have been identified as low achieving, high-risk, students who are 5th year seniors and students who experience out-of-school risk factors such as low socioeconomic status, students with disabilities and students who are English Learners. Hearthstone is designed to develop a personalized approach to learning based on students’ skills and interests to create an engaging educational experience relevant to students’ lives and connected to their plans for the future.

Attendance

As a BCOE school, Hearthstone School offers a 180-day instructional program, and the full-time equivalent teacher contract of 183 days. School calendars are developed annually following the timeline and procedures of BCOE schools and are posted publicly. The school operational hours equates to the required annual instructional minutes as follows:

Hearthstone School’s minimum required instructional minutes:

- Grades TK-K: 200 minutes daily (3 hours, 20 minutes)
- Grades 1-3: 280 minutes daily (4 hours, 40 minutes)
- Grades 4-8: 300 minutes daily (5 hours)
- Grades 9-12: 360 minutes daily (6 hours)

Targeted Enrollment

Hearthstone School’s maximum enrollment is 250 students due to the capacity of existing facilities and level of existing school-based services to support its students' academic performance and social-emotional well-being. As the school acquires additional resources to increase levels of support for high-quality instructional services for its students, adjusting targeted student enrollment will be considered.

2020-21 Actuals	2021-22	2022-23	2023-24
Grade TK: 1	Grade TK: 6	Grade TK: 6	Grade TK: 6
Grade K: 9	Grade K: 5	Grade K: 6	Grade K: 8
Grade 1: 8	Grade 1: 10	Grade 1: 8	Grade 1: 8
Grade 2: 8	Grade 2: 8	Grade 2: 10	Grade 2: 8
Grade 3: 14	Grade 3: 8	Grade 3: 8	Grade 3: 8
Grade 4: 5	Grade 4: 13	Grade 4: 8	Grade 4: 8
Grade 5: 9	Grade 5: 6	Grade 5: 11	Grade 5: 8
Grade 6: 11	Grade 6: 16	Grade 6: 16	Grade 6: 18
Grade 7: 11	Grade 7: 16	Grade 7: 17	Grade 7: 18
Grade 8: 20	Grade 8: 18	Grade 8: 18	Grade 8: 18
Grade 9: 23	Grade 9: 24	Grade 9: 26	Grade 9: 28
Grade 10: 20	Grade 10: 24	Grade 10: 26	Grade 10: 28
Grade 11: 19	Grade 11: 24	Grade 11: 26	Grade 11: 28
Grade 12: 23	Grade 12: 24	Grade 12: 26	Grade 12: 28
Total: 181	Total: 202	Total: 212	Total: 220
Teachers: 12	Teachers: 12	Teachers: 12	Teachers: 12

School leadership works collaboratively with BCOE Fiscal Services to develop and refine a process to estimate enrollment for subsequent years. School staff and leadership are committed to increasing enrollment through branding, marketing, and community outreach to attain enrollment goals.

What It Means to Be an Educated Person in the 21st Century

The Local Control Funding Formula requires each California school to identify its needs and develop a Local Control Accountability Plan (LCAP). Hearthstone School conducts an annual comprehensive needs assessment to establish educational goals and actions to meet the eight state priorities (Education Code 52060, 52066). School staff actively engage stakeholders (parents, students, staff, educational partners, and community members) in the LCAP development process, including meetings with established parent groups, staff and community stakeholders, and surveys to gather input on the current educational program and areas of improvement. A comprehensive assessment led to the development of two goals: (1) All Hearthstone students will be prepared to transition successfully into subsequent educational levels and the workforce; (2) All Hearthstone students will learn in safe, consistent, nurturing environments. The LCAP goal structure aligns with the BCOE SPES goals and is reflected in the SPSA and WASC Action Plans.

Individualized learning is at the foundation of Hearthstone’s practice. LCAP goals, along with students’ goals, imbed the 21st-century skills, academic skills, and non-academic skills. Each student works with staff dedicated to developing individualized learning plans that integrate standards-based core academic competencies with social-emotional learning competencies to serve the whole student best. Students’ interests and goals drive individualized learning plans to best support high levels of student engagement. The 21st-century skills are embedded into the BCOE Academic Competencies defined below:

Academic Competency Definitions

Literacy and Numeracy	The ability to read, view, write, design, speak, problem solve and listen through the language of mathematics and linguistics to communicate effectively and to make sense of the world.
Digital Citizenship	The ability to navigate technology efficiently, responsibly and safely in order to engage in society, politics and government.
Analysis	The ability to examine data to grasp issues, draw conclusions, and solve problems.
Problem Solving	The ability to resolve difficult and complicated challenges.
Argumentation	The ability to use facts and reasoning to support an idea, action or theory. (Ability to engage in collective knowledge acquisition).
Evaluation and Critique	The ability to think critically and productively about the effectiveness of a process or product given intent and context.
Writing	The ability to use written language to convey ideas and facts in a way that is contextually effective and grammatically sound.
Precision and Refinement	The ability to improve a product or process through self-correction or feedback cycles.
Presentation	The ability to use visual, audible and experiential tools to appeal to an audience and effectively deliver a message.
Speaking and Listening	The ability to understand and learn from what others say while also conveying ideas and facts orally using language the audience will best understand.

Connections	The ability to draw personal and academic connections to drive a deeper understanding and mastery of content.
Investigation	The ability to effectively engage in formal inquiry of systematic study.

The CASEL (Collaborative for Academic, Social and Emotional Learning) competencies and BCOE’s thirteen identified academic competencies serve as the basis for developing integrated Courses of Study used to design weekly learning plans and overall individualized learning experiences.

Social-Emotional Learning (SEL) Competency Definitions

Self Awareness	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”. The competencies of self-awareness involve: <i>identifying emotions; accurate self-perception; recognizing strengths; self-confidence; and self-efficacy.</i>
Self Management	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. The competencies of self-management involve: <i>impulse control; stress management; self-discipline; self-motivation; goal setting; and organizational skills.</i>
Social Awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports. The competencies of social-awareness involve: <i>perspective taking; empathy, appreciating diversity and respect for others.</i>
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. The competencies of relationship skills involve: <i>communication; social engagement; relationship building; and teamwork.</i>
Responsible Decision Making	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The ability to realistically evaluate consequences of various actions, and consider the well-being of oneself and others. The competencies of responsible decision-making involve: <i>identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.</i>

Integration of the CASEL competencies into Hearthstone students’ educational experiences allows continued progress in removing obstacles, including out-of-school barriers, and graduation. Hearthstone continues to develop a systems approach to support students who are credit deficient or experience other risk factors that could potentially interfere with academic achievement.

Hearthstone School is involved in the ongoing creation of the LEA Courses of Study for core content used to integrate state academic standards, the CASEL Competencies, and the BCOE Academic Competencies.

How Learning Best Occurs/Instructional Design

The comprehensive framework for student learning is designed to be rigorous and dynamic to allow the flexibility necessary for Hearthstone's individualized approach to student learning. The framework consists of the 21st-Century Skills, the BCOE academic competencies, and the CASEL social-emotional learning competencies. All aspects of the learning framework are driven by the State Priorities and aligned with the LCAP goals.

Hearthstone School staff believe that learning best occurs when parents, students, teachers, and community members are mutually invested in student success. Students explore their interests and staff work to develop learning plans that integrate core academic content and social-emotional learning into units of study that incorporate students' interests and goals to create learning opportunities that are engaging and relevant to students' lives.

The school provides expanded educational choices for students and families to increase student engagement in best, first instruction utilizing innovative instructional strategies to personalize learning. The Hybrid option is available for students who require support in the classroom setting, allowing frequent time with teachers to focus on specific content area courses. In the traditional Independent Study program, students regularly meet with their supervising teacher to develop a learning plan specific to individual student needs. An Online learning option is also provided to students and families whose needs are best met by the virtual Edgenuity curricular platform.

While all Hearthstone students have the opportunity to enroll in the traditional Independent Study instructional program, the majority of TK-12 students are enrolled in the Hybrid option. Students in the Hybrid option have personalized support by way of a relationship with their supervising teacher. Elementary students attend onsite classes by grade level and receive direct instruction in classrooms with a high adult to student ratio. High School Hybrid students attend onsite classes in core subjects (English, Science, and Math) as well as Art. Students receive direct instruction from core content experts in small classroom environments. Some electives, including Health and career exploration/readiness are provided on an independent study basis. Other elective classes include Work Experience Education and CTE courses including Arts, Media and Entertainment (AME) Theater and Digital Photography and Information, Communication Technology (ICT) Coding.

Parents are considered an integral part of the educational program for all Hearthstone students and are involved in authentic two-way communication in all aspects of their student's educational program. They are encouraged to participate in school events that showcase and celebrate student successes throughout the year. They also serve a vital role in council and committee activities providing input regarding Title I and LCAP goals and actions, and making recommendations on curriculum, staff development, resource allocation as well as recruitment and selection of staff. School staff strives to engage students, parents and families who have experienced limited success in traditional comprehensive school programs and strengthen the school's relationship with parents and the community to prepare students for transitions to college, career and civic engagement. Professional Learning Communities are in place for monitoring student outcomes. Members of the Hearthstone Leadership Team facilitate PLCs to collect and analyze student achievement and engagement, school climate and parent/family engagement data to inform school improvement efforts.

To support students' individual academic needs, intervention services are provided by General Education, Title I and Special Education teachers using a Multi-Tiered System of Supports (MTSS). Summative and formative assessment results are used to identify what support/s students need and

to monitor student progress. Interventions are designed to target student needs and may be designed for individual or group settings. Progress is monitored consistently, and intervention supports are revised to ensure the most appropriate support and demonstrate growth.

School staff believes parental involvement is a key factor in student learning and achievement. Teachers are trained to communicate clearly and consistently with parents, in person or electronically, and keep AERIES student gradebooks current to keep parents abreast of their students' progress. The Title I Parent Liaison reinforces communication between home and school, providing parent training, phoning home, and generating communication tools such as flyers, newsletters and "all call" announcements. Creating and sustaining a professional learning community in partnership with parents, students, community partners, and BCOE partners ensures that our students receive all the support necessary to advance academically, socially and emotionally.

The school offers appropriate educational services through alternative instructional programs for those students who are not well-served by the existing comprehensive, public school environment. It provides options for students requiring a learning environment that matches individual needs regardless of previous learning experiences.

School staff provides many levels of support for families who choose to educate their students through a personalized program. At each student-teacher visit, the supervising teacher completes 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, including home/independent study assignments, classroom instruction on-site, college classes, and community involvement opportunities. Typically, a teacher-student visit includes reviewing the student's work, assessing student learning, and assigning work to be completed during the next learning cycle. Students are required to demonstrate their level of understanding/mastery of academic content. The teacher also provides instructional supports that include tutoring or modeling teaching strategies for the parent as needed. The teacher regularly collects and evaluates student work samples.

Independent Study

Hearthstone School follows public school guidelines for independent study verified in an annual audit. The maximum ADA student to teacher ratio is 25:1. In 2019-2020 Hearthstone school staff presented concerns regarding the Independent Study student to teacher ratio to a subcommittee consisting of LEA administrators, site principals, and BCTA members. As a result of this process, new language was developed to address student caseload numbers. This language is being piloted in 2020-2021. An appropriately credentialed teacher will supervise independent study students.

The annual or semester Master Agreement will include the following:

- A. The number of missed assignments allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in the Independent Study model of instruction
- B. The manner, time, frequency and place for submitting a pupil's assignments and reporting progress
- C. The methods of study for the pupil's work and the methods utilized to evaluate that work.
- D. The specific resources which will be made available to the pupil, including materials and personnel
- E. A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work.
- F. The duration of the independent study agreement including the beginning and ending dates for the pupil's participation in independent study under the agreement

- G. A statement of the number of course credits to be earned by the pupil upon completion of the agreement
- H. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

Each written agreement shall be signed prior to the commencement of independent study by the pupil, by the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

Hearthstone School may claim apportionment credit for independent study only to the extent of the time value of pupil work products as personally determined in each instance by a certificated teacher per Ed code 51747.5(b). Independent Study average daily attendance shall be claimed only for pupils who are residents of Butte County or adjacent counties.

The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than twenty [20] school days for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Assistant County Superintendent or designee may allow for a longer period of time between the dates an assignment is made and when it is due, up to the termination date of the agreement.

When a student misses three assignments in a period of twenty [20] school days, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the County Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Standards-Aligned Core Curriculum

All students receive instruction in the California State Standards in English Language Arts/English Language Development, Mathematics, History/Social Sciences, Science and Physical Education. Students receive appropriate grade-level state standards-aligned materials, including reading and math interventions as needed. Core content materials are aligned with the California State Standards and adopted frameworks. The selection of core content curriculum is reviewed through the BCOE curriculum adoption process that includes content experts in a wide range of roles within the school and LEA. A full list of the BCOE Board approved curriculum is located in the School Accountability Report Card.

Hearthstone purchases and creates supplemental curriculum to meet the diverse needs of the students. Supplemental curriculum is used in conjunction with board approved materials to provide a personalized experience for each student.

Orientation and Assessment

Enrollment in Hearthstone School is voluntary. Prospective students, parents/guardians are provided with an opportunity for orientation to the instructional program and policies and procedures before deciding to enroll. Upon enrollment, academic assessments are administered, and results are used to design a personalized learning plan. Assessment results do not preclude a student from being enrolled in Hearthstone School. The school principal requests a meeting with prospective students, parents/guardians to discuss the student's needs, goals and previous schooling experiences to help the family determine whether the Hearthstone School program is a good fit for the student.

Multi-tiered System of Supports (MTSS)

Hearthstone will continue to implement MTSS, a proactive, tiered approach to support struggling students, including subgroups such as students with low socioeconomic status, students with disabilities, and English Learners. The focus of MTSS aligns with Hearthstone's foundational practice of supporting the "whole child" by supporting academic growth and achievement and positive supports for behavior, absenteeism and social-emotional needs. The tiers of support increase in intensity from one level to the next and are based on students' needs derived from academic, behavioral and attendance data. Tiered supports are defined as follows:

- Tier 1- Universal: All students are taught with effective research-based methods. All students are screened to see who is and is not responding to these strategies. Students may work in small groups that address different strengths and areas of need.
- Tier 2- Targeted Interventions: Some students receive more targeted support in small groups. The scheduling of these interventions is designed to keep students from missing core instruction or any other Tier 1 supports.
- Tier 3- Intensive, Individualized Support: A few students who move up to the most intensive level of support continue with Tier 1 activities. Their small groups may decrease in number of students, and/or they may receive 1:1 support as needed.

Hearthstone School implemented the Multi-Tiered System of Supports (MTSS) as a school wide process to close the achievement gap and strengthen performance for both high achieving and struggling learners such as English Language Learners (ELL), Students with Disabilities (SWD), and students/families with low socioeconomic status (SES). School staff acknowledge that using MTSS with fidelity requires: (1) collaboration and shared responsibility for the learning of all students and (2) coordination of all school resources into a well-integrated system of high-quality instruction, early intervention, prevention and positive behavioral interventions and supports. Staff continually monitor and revise the system of supports as necessary, including Universal (Tier I) supports, Targeted (Tier II) supports, and Intensive (Tier III) supports to provide a full spectrum of instruction and intervention to meet the academic and behavioral needs of students. Hearthstone School will maintain a strong commitment to MTSS and improving the processes required to create conditions that support student learning.

The MTSS umbrella includes Hearthstone's Positive Behavior and Interventions and Supports (PBIS) approach to student behavioral needs rather than the traditional approach to student discipline. PBIS at Hearthstone uses positive language, provides direct instruction in behavior expectations, post behavior expectations throughout the school, and is tied to a rewards system. The overall approach emphasizes helping students meet expectations and contribute to a positive learning environment and school culture, rather than focusing on punishment for undesirable student behavior. The idea is to catch students doing the right things and recognize them specifically and publicly.

All staff members receive training on research/evidence-based practices that support developing student resilience. PBIS facilitates the development of a safe, trusting, self-managing educational setting. Student incentives come in the form of "dragon scales" in the school's token economy and can be traded for goods at the student store. This model is designed to improve classroom attendance by increasing motivation and helping students take responsibility for their actions and performance. Hearthstone School staff focus on caring, respect and acceptance of each student. Student behavior expectations are based on the S.O.A.R. (**S**elf-Reliant, **O**pen-Minded, **A**ppreciative, **R**espectful) acronym from the school motto: Dragons don't fly, we soar!

The MTSS includes Restorative Practices (RP). RP does more than replace punitive approaches to discipline. Instead, staff work with students to address the underlying reasons for students' hurtful behavior and facilitate caring and respectful relationships by strengthening students' and staff's social and emotional skills. The first step toward building RP is establishing community-building

circles. Several Hearthstone teachers have implemented community-building circles as part of their morning routines.

Hearthstone will continue implementation and improvement efforts in all aspects of MTSS. Progress will be monitored by the annual evaluation of PBIS using the Tiered Fidelity Inventory (TFI) and of all aspects of MTSS using the Fidelity Integrity Assessment (FIA). These MTSS implementation evaluation tools will be used to determine the next steps in the continuous improvement cycle at Hearthstone.

Career and College Ready

College and Career readiness is an important component of Hearthstone School. All students will participate in career exploration and planning and/or college preparation. Other opportunities such as work experience, job shadowing, internships and vocational training shall be part of career readiness. Students will be provided Career Technical Educational (CTE) pathway opportunities in collaboration with the BCOE Career Technical Education department. Work-Based Learning opportunities will be available for students participating in CTE pathways. Work Experience Education and Concurrent Enrollment at Butte Community College are also provided at Hearthstone.

Plan for English Language Learners

Hearthstone School is committed to high levels of academic success for all students, including students who are English Learners (ELs). The school program meets all applicable legal requirements for ELs including, but not limited to, annual notification to parents/guardians; student identification, placement, research/evidence-based English Language Development (ELD) and core content instruction; progress monitoring and intervention; teacher qualifications and training; reclassification criteria, and a process to reclassify qualified students to Fluent English Proficient status; monitoring and evaluating program effectiveness and standardized testing requirements.

Hearthstone School emphasizes continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies, ensuring staff is qualified to serve Long-Term EL (LTEL) students and obtain needed supports from ELD experts from the BCOE ELD Coordinator, the Student Programs and Educational Supports division and/or other local training. The school complies with all applicable state and federal laws related to the education of English Learner students. Staff follow the BCOE policies and procedures to provide services to EL students, including identification and assessment upon initial enrollment.

Initial Identification and Parent/Guardian Notifications

For all students in K–12, upon first enrollment in a California public school, Hearthstone School implements BCOE's standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS) completed only once by the parent/guardian when the student is initially enrolled in a California public school. Any student identified as having a primary language other than English, as determined by the Home Language Survey and that has not been previously identified as an English Learner by a California public school, or has no record of results from an administration of an English language proficiency test, is assessed for initial English proficiency within the first 30 days of enrollment (regulatory window). The HLS consists of four questions. The parent/guardian must complete, sign and date the form. School site staff are responsible for ensuring the parent/guardian understands the form to ensure it is complete and accurate. The BCOE Curriculum and Instruction Department and/or site principals train office staff in the correct use of the HLS.

The Home Language Survey and Results

If the Home Language Survey indicates a language other than English is spoken in the home only on question #4, then the completed HLS is placed in the student's cumulative file. Further action is at the discretion of the LEA. Site staff brings any concerns regarding language proficiency to both the principal and the LEA's immediate attention for further action. If the Home Language Survey

indicates the answer to any of the first three questions on the HLS is other than English, the student is designated TBD in Aeries and the original HLS is placed in the student's cumulative file. The LEA is notified of the enrollment within 24 hours. The LEA promptly notifies the parent/guardian in writing that the student will complete the Initial ELPAC assessment.

Initial Assessment

The English Language Proficiency Assessment of CA (ELPAC) is the primary indicator of English proficiency for the initial identification and ongoing assessment of English Learners. A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the CALPADs system prior to initial assessment administration. The testing window for the Initial ELPAC is July 1 through June 30, annually. Only test examiners who are employees or contractors of the LEA, are proficient in speaking English (which means complete command of pronunciation, intonation, and fluency), have signed a security affidavit, and certify that they have received formal ELPAC training may administer the Initial ELPAC. The Initial ELPAC is an untimed test. The testing schedule may be altered to give students sufficient breaks to avoid fatigue. The test may be administered over the course of several days; however, an entire domain should be administered in a single setting. A parent notification letter including language status, test scores, and program option information is mailed to parent/guardians and is filed as part of the student record in the student information system within 30 days of score report receipt.

Summative Assessment

The Summative ELPAC window opens February 1, annually, and closes May 31, annually. The Summative ELPAC is used to determine EL's annual progress toward English Language Proficiency. This information is used to assist with the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be designated as Reclassified English Proficient (RFEP). Hearthstone will continue to administer the annual summative language assessment to all English Learners within the regulatory window to assess language proficiency until students are reclassified to Fluent English Proficient using the criteria specified in the BCOE Administrative Regulations and the BCOE Master Plan. Staff will need to check the ELPAC Test Operation Management System inside the test window to determine if a previous school tested the enrolling student. Students with a language other than English, as indicated on their Home Language Survey, and for which there is no standardized assessment, are assessed in their primary language through interviews and informal assessments.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's academic language proficiency.
- Parent/guardian opinion and consultation, achieved through notice to parents/guardians of the language reclassification and placement process and encouragement of the participation of parents/guardians in the school's reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English).

The school notifies parents/guardians of the school's responsibility for ELPAC testing under the Every Student Succeeds Act (ESSA) for annual English proficiency testing. ELPAC results are provided to parents/guardians within 30 days of receiving results.

English Learner Program Goals

The fundamental goal of the English Learner Program is for students to function successfully in the English language. Staff will provide the instructional support students need to:

1. Overcome language barriers and recoup any academic deficits.
2. Develop language and literacy skills while engaging in the full range of academic content learning.
3. Demonstrate English language proficiency that is, at a minimum, comparable to the average student of the same age or grade level whose primary language is English (through the fourth year of reclassification).
4. Have equal access to the curriculum provided for all students.
5. Attain college and career ready standards.

Staff will provide a multi-tiered system of support for students by:

1. Being responsive to different English learner strengths, needs and identities, and supporting the social and emotional health and development of English learners.
2. Valuing and building strong family, community and school partnerships.
3. Providing engagement in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
4. Providing resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.
5. Providing a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education and career opportunities.

ELD/Intervention Program and Progress Monitoring

In addition to English Language Development, students classified as English Learner and students Reclassified Fluent English Proficient have access to intervention programs and services as specified in the *Academic Support Plan*. Instructional staff monitor each student's progress throughout the school year with adjustments made, as necessary. Parent/guardians receive updates during parent/guardian teacher conferences, and in a written biannual *Report to Parent/Guardians* indicating goals, instructional strategies, progress toward meeting goals, and ways parent/guardians may support continued language development at home.

1. First Year Progress Monitoring and Program Evaluation

At the end of the first year the student's teacher and the ELD coordinator, or the Hearthstone counselor assesses the student's growth and the effectiveness of the *Academic Support Plan*.

- a. If the student is making inadequate progress, a parent/guardian-teacher meeting is conducted with the participation of the Principal, or designee. A new academic support plan is developed based on an analysis of the student's needs and the results of an evaluation of any previous intervention programs.
- b. Data is further disaggregated and examined to measure the effectiveness of existing ELD/intervention strategies used with the student (EL/RFEP).

2. Second year Progress Monitoring and Program Evaluation

At the end of the second year, the student's most recent data is reviewed by the classroom teacher and an administrator to assess the student's growth and the effectiveness of the ELD/intervention program provided. If the student continues to make inadequate progress in the second year, they are referred to the Student Study Team (SST) for a more

comprehensive examination of needs and program planning. The student's progress and the program effectiveness are then monitored through the SST process during the third year. If progress is still not made at the end of the third year, the principal and teacher consult with the LEA for further diagnostic and intervention planning.

Plan for Students Who are Academically Low or High Achieving

At Hearthstone School students' Multi-Tiered Supports are documented in the AERIES Student Information System (SIS) Intervention window. The SIS tracks Pre-Referral Interventions, Referrals to Interventions, approval of Referrals for Interventions and Interventions implemented. The process is used to assist in the prevention of academic failure through early intervention, progress measurement, and the determination and monitoring of student goals. It can incorporate problem-solving to identify the academic and/or behavior problem the student is experiencing. If students are achieving below grade level or not showing adequate improvement in the Multi-Tiered System of Supports (Universal -Tier 1, Targeted - Tier 2) they are referred for a Student Study Team (SST) for Intensive – Tier III support. The SST reviews all Pre-Referral Interventions and Referrals to Interventions regarding all aspects of the student's needs, including behavior, academic, medical, social and emotional needs. The SST process includes the School Psychologist if a special education referral may be warranted. A follow-up session is scheduled after four to six weeks to review the student's progress and determine the next steps, unless a special education assessment is warranted immediately. This process continues until successful intervention strategies are in place.

Students are considered high achievers based on grade reporting, scores on local assessments, scores on state standardized tests, on teachers' observations and/or quality of work, and transcript evaluations. High achieving students receive instruction moving beyond the standard curriculum, including high-level project work in the area of their career choice or college preparation.

Plan for Special Education

Hearthstone School receives funding from the Special Education Local Plan Area (SELPA) for the delivery of special education services to students enrolled. Staff receive continuous staff development in the IEP process. Student confidential files are in compliance with the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA).

School staff recognizes the need to identify students with exceptional needs in order to provide appropriate educational opportunities. Hearthstone School follows established procedures and screening processes to determine when a student's academic, behavioral and/or other difficulties may be related to disabilities. Procedures are in place to describe the relationships among special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. Parents/Guardians receive written notification of their rights related to identification, referral, assessment, instructional planning, implementation and review, including following BCOE procedures for initiating a referral for assessment to identify individuals with exceptional needs.

Hearthstone School shall ensure that a Free Appropriate Public Education (FAPE) is provided for all children with disabilities attending the school in accordance with the Individuals with Disabilities Education Improvement Act 20 U.S.C. Section 1400 et seq., and implementing regulations. No student otherwise eligible to enroll in Hearthstone School will be denied enrollment due to a disability or the school's inability to procure necessary special education services. The school shall assume responsibility for compliance with Section 504 of the Americans with Disabilities Act (ADA).

SELPA Membership

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It is understood that

Hearthstone School shall not discriminate against any pupil in its admission criteria on the basis of disability. Hearthstone School is considered a school of Butte County Office of Education for the purposes of special education.

Charter School Responsibilities

Hearthstone School delivers the required and appropriate special education services to enrolled students unless other agreements have been reached between the BCOE or Butte County SELPA regional providers.

Services shall include:

- Child Find.
- Initial, annual, and triennial evaluations.
- Individual Education Plan (IEP) development.
- Service delivery for all provisions as delineated on students' IEP.
 - Hearthstone School is solely responsible for providing special education services to enrolled students.
- Special education transportation as indicated on IEPs.
- Due process/compliance proceedings and related attorney fees.
- Nonpublic school/agency placements.
- Submission of all required reporting, filings, etc. to fully comply with the Butte County SELPA and California State Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

Students are referred to SST to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before referring a student for special education testing) or if requested by a parent of a student under 18, or an adult student.

Objective and complete data will be collected during an initial SST referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, no further more restrictive interventions will be warranted. If progress is not noted, the SST may refer the student to more intensive research/evidence-based curricular strategies or may refer the student for special education assessments.

A formal request from a parent or adult student to assess a student for special education supersedes the SST process. Hearthstone School staff will comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Hearthstone clerical staff will notify the district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter.

Special Education Programs and Services

Upon enrollment of a student with an IEP (up to the age of 22), a representative from Hearthstone School staff will meet with the student and parent/guardian to review the student's current IEP, review transcripts and discuss course assignment as consistent with procedures utilized by all BCOE schools. The IEP of a special education English Learner will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment in meeting student's IEP goals.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide sufficient instruction and practice in order for students to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Individualized Learning Plans (ILPs) with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed.
- Encourage participation of parents/guardians in outreach activities.
- Collaboration between the school, BCOE and the Butte County SELPA to provide appropriate special education services.
- Assessment of additional services and resources including Assistive Technology assessments providing identified adoptive technology.

Interim Placement and Individual Education Plan (IEP) Development

Hearthstone School adheres to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act in implementing regulations. When a student with an active IEP transfers to Hearthstone School, the student is provided an interim special education placement and a new IEP will be written on the corresponding Butte County SELPA forms within 30 days. After the interim placement, staff, parent/guardian and the student may revise the IEP with appropriate goals and access to services at school or to consider alternate placement options if the student's needs cannot be met at the school. The school is responsible for complying with all provisions of the IDEA, including providing FAPE (California Education Coded 47640)

The IEP team is comprised of the parent/guardian, general education teacher, special education personnel who will be working with the student, an administrative representative and the student. Based upon areas of need, the goals, objectives and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California State Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to the parents/guardians as frequently as their general education counterparts, but not less than three times per year.

Special Education and Independent Study

In order for a student with exceptional needs to participate in an independent study program, California Education Code 51745(c) requires that the student's IEP specifically "provides for that participation". In order to comply with this provision, Butte County SELPA shall require all districts of residence to conduct an IEP meeting prior to the student's enrollment in the independent study program. If the IEP team determines that independent study is appropriate, then the district may offer the program as part of the student's "free and appropriate education" in the IEP and obtain

parental consent. If the team determines that independent study is not appropriate for the student, then the team should discuss and offer alternative program options. It is the parent's option to enroll in the charter even if the IEP does not include participation in an independent study program per Education Code 47605(d), which states the student cannot be denied enrollment based on disability.

In this case, the charter independent study program will enroll the student, initiate an interim placement and hold an IEP meeting within 30 days to discuss the student's needs and determine if independent study is appropriate for the student. In cases where the IEP team determines that independent study is not appropriate for the student, the charter school is responsible for identifying and providing an appropriate program or placement for the student. When the student with exceptional needs disenrolls from the independent study program, the school district in which the student enrolls shall be considered the student's new LEA and shall initiate an interim placement and hold an IEP with 30 days to offer FAPE.

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, the school will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting and, distribute copies of the IEP to appropriate personnel. Although not legally required, school staff will attempt to distribute written assessment reports to the parent/guardian prior to the IEP meeting. In the event this is not feasible, staff will ensure copies of the reports are available at the meeting. Staff will utilize the Butte County SELPA web-based Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.

At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan is offered and, if accepted, developed at the meeting.

Identification of Bilingual Special Education Students

Before a student whose native language is not English is referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Every attempt will be made to have personnel fluent in the student's native language and familiar with their native culture to participate during the SST process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language in which he/she will be assessed when a formal referral to special education is made. This will be documented in the assessment plan. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested by a parent. All goals and objectives for bilingual students will be linguistically appropriate and are developed so that the student's language acquisition needs are considered. English Language Development Standards will be included in the IEP goals for students identified as an English Learner. Special education personnel who assess and deliver services outlined on the student's IEP will have CLAD certification.

Staffing, Curriculum, Service Provisions and Student Accountability

All special education services will be provided by highly-qualified staff as outlined in ESSA legislation. Special education students will be provided accommodations and/or modifications to allow access to the same core curriculum as their general education counterparts and as outlined

on their IEPs. All students in grades 3-8 and 11 who receive special education services are expected to participate in the California Assessment of Student Performance and Progress (CAASPP).

All services, supplementary materials, or assistive devices required to access the core curriculum will be provided at no cost to the student. No facilities utilized for purposes of special education will present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

Disenrollment, Suspension, Expulsion

Attendance for special education services will be monitored closely to ensure identified students' access to all services as outlined on their IEP. If a student with an IEP is identified as a student who has attendance issues, staff will contact the family and request an IEP meeting. Staff will also continue to monitor that the personalized learning model remains an appropriate placement for the student. The IEP team will monitor progress to assure educational benefit for the student.

Students with disabilities are subject to disciplinary actions in accordance with the BCOE Policies and the Parent/Student Handbook developed by the school. During all IEP and 504 meetings, parents/guardians are presented with procedural safeguards designed to protect the rights of parents/guardians and their child with a disability and, at the same time, give families and schools mechanisms to resolve disputes. Students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No student identified with an IEP or 504 plan will be suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability. A school psychologist or administrator will be involved in all phases of expulsion proceedings and parent/student will be provided due process rights throughout. In cases where suspension (beyond 10 days per year) or expulsion is recommended following the Manifestation Determination Meeting, the BCOE Associate Superintendent of Student Programs and Educational Support and Director of Special Education for BCOE will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records

Hearthstone School shall maintain all special education files, use appropriate forms/software and file reports as necessary to maintain legal compliance. The school shall verify all reports' accuracy and submit them promptly as required by the Butte County SELPA.

Special Education Funding

Hearthstone School shall be responsible for all special education costs in excess of revenues received from the BCOE Special Education Department as part of the BCOE bill back process. The school, in cooperation with BCOE and Butte County SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement, not supplant other sources of federal, state and local funds apportioned to the school.

Parent/Guardian Concerns and Complaints

Parent/guardian concerns regarding special education services shall be directed to Hearthstone School administration. Administration and staff shall address, respond to, investigate and take any and all necessary action to respond and attend to all complaints involving special education and IDEA compliance. Administration may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet its responsibilities under federal and state law. In the event that a parent, guardian, or caregiver files for a due process hearing, the school shall be responsible for proceedings, including any costs and fees.

Section 504 and Americans with Disabilities Act (ADA)

Hearthstone School recognizes its legal responsibility as a public school of the Butte County Office of Education to ensure that no qualified person with a disability will be excluded from participation, denied the benefits of, or otherwise subjected to discrimination in any program of the school, based on disability. Any student who has an objectively identified disability that substantially limits a major life activity, such as learning, is eligible for accommodation at school within the requirement of the ADA. The school will utilize its SST process to guide the referral of students for evaluation under Section 504 or the Individuals with Disabilities Education Act (IDEA). It will follow the identification, referral, development and monitoring procedures outlined in BCOE policy and the 504 Accommodation Plan. Once a student is identified as being eligible for accommodations under this provision, a team will be established and will develop an annual 504 Accommodation Plan for the student.

Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. Hearthstone staff, with support from the BCOE offices of Curriculum and Instruction (C&I) and Coordinated District Support (CDS), is provided with professional development opportunities that are ongoing, experiential, collaborative, personalized and connected to and derived from the vision, mission, and educational goals of the school program. Opportunities will continue to include student-centered coaching, on site push-in Professional Development, and participation in LEA implementation teams, including the integration of core content and SEL, and individualizing student learning through interest-based and career exploration opportunities.

The annual Professional Development plan supports all staff in developing high-quality, engaging, performance-based academic opportunities and integrates social-emotional wellness for students, families and staff. Various opportunities based on staff input provide a differentiated approach to adult learning and include push-in professional development opportunities at the site tailored to the school's specific needs, participation in LEA wide training in the areas of academic innovation and social-emotional learning (SEL) for students, staff and families, voluntary participation in student-centered coaching for individual teachers, and attendance at conferences or other events. Ongoing training also includes Trauma Responsive practices and Restorative Justice, Positive Behavior Interventions and Supports, and Courageous Conversations regarding all students, including students of color and students who are LGBTQ.

Materials, Including Technology

All Hearthstone staff have technology resources necessary to deliver all aspects of the instructional program and to meet state assessment requirements. For students enrolled in the traditional Independent Study or Online options, certificated teachers meet with students and parents on a regular basis to 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 school's instructional program incorporates the development of technology skills with technology standards integrated into all core content and elective courses using 1:1 student devices available at the school site, and that can be checked out for student use at home. Hotspots are also made available to ensure equity for students who do not have consistent internet access at home. Technology skills are further developed in the ICT pathway's Coding courses. Additional opportunities for core and elective courses and learning experiences include Concurrent Enrollment in Butte Community College classes, site-based classes and activities, and the completion of individualized student projects.

Annual Goals

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the school's annual goals to be achieved in the eight state priorities, including all pupil subgroups, as described in Education Code Section 52060(d), and the specific annual actions to achieve those goals are aligned with the state priorities. LCAP goals: (1) All Hearthstone students will be prepared to transition successfully into subsequent educational levels and the workforce; (2) All Hearthstone students will learn in safe, consistent, nurturing environments; encompass the additional goals and actions identified in the SPSA and WASC action plans are aligned with the LCAP goals.

Local Control Accountability Plan (LCAP)

The Charter School will produce a Local Control Accountability Plan (LCAP) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP. The Charter School shall submit the LCAP to the Butte County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the school at the school site.

Elementary School Requirements

Hearthstone School students will be promoted to subsequent grades if they possess the knowledge and skills appropriate to their grade level as demonstrated on multiple measurements by their academic performance, work completion, benchmark assessment scores and teacher recommendations. Hearthstone School urges parents to closely monitor their students' academic progress to ensure they stay on track throughout the school year. Parents can help their child meet the promotion criteria by reviewing homework assignments with their student and maintaining communication with the school and teacher regarding student academic progress.

Description Requirements for Charter Schools Serving High School Students

Hearthstone School requires 220 credits to meet high school graduation requirements. The curriculum taught by Hearthstone meets all state standards. Subjects taught include English, World History, United States History, Economics, Civics, Integrated Math, Life Science and Physical Science. A wide variety of elective courses are also provided, including three complete Career Technical Education (CTE) pathways. High school students in grades 9-12 will receive credits for courses passed and credits will be transferable to other high schools. Hearthstone provides alignment of the school mission, curriculum, and assessments to student outcomes.

Hearthstone School staff is committed to preparing all students to meet the requirements to earn a high school diploma. Students must complete all credit requirements and pass the equivalent of a one-year Algebra course to earn a diploma. However, other options are available to students who do not meet these requirements, as outlined in the BCOE Administrative Regulations.

BCOE High School Diploma		College Entry Requirements	
Subject Area	Hearthstone School	CSU	UC System
English	40	4 years (*Eng 9, *10, *11, *12)	4 years (*Eng 9, *10, *11, *12)
Mathematics**	20	3 years (*Algebra I, *Geometry, *Algebra II or *Integrated Math I, II, III)	3 years required 4 preferred (*Algebra I, *Geometry, *Algebra II or *Integrated Math I, II, III)
Fine Arts or Foreign Language	10	1 year Fine Arts and 2 years Foreign Language***	1 year Fine Arts and 2 years Foreign Language*** (3 preferred)
*World History	10		1 year
*US History	10	1 year	1 year US History OR 1 semester US History and 1 semester US Govt/Civics
Government/ Civics	5	1 semester	
Economics	5		
Life Science	10	1 year (must be a lab science) (*Biology)	2 years required 3 preferred (must be a lab science) (*Biology, *Physical Science)
Physical Science	10	1 year (must be a lab science) (*Physical Science)	
PE	20		
Electives	80	College prep = 1 year See CSU/UC approved course list for electives	
TOTAL	220		
Assessments	ACT or SAT SAT Subject Matter	ACT or SAT SAT Subject Matter Tests College Placement Tests	

*Hearthstone courses offered through the Hybrid option meet the A-G requirements for admission to CSU and UC.

**Pupil must complete 10 credits of Algebra I coursework that meets the academic content standards in grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.

*** Students must take the same foreign language to meet this requirement.

Transfer of Courses / College Entrance Requirements

Upon enrollment and in the annual Parents Rights and Notifications, students and parents are notified by school staff of the acceptability of credit for transferring into or out of Hearthstone School and the eligibility of courses to meet college entrance requirements. Credits are transferable to receiving school districts that honor and require regional accreditation. High school credits and required testing information are accessed through the Records Request form. The receiving school and/or school district makes the final determination of the acceptability of credits. Beginning in the 2016-17 school year, Hearthstone offers A-G approved courses required for college entrance for all students.

FAFSA and California Dream Act Information

Hearthstone offers a FAFSA presentation in the spring every year for 11th and 12th-grade students. The presentation includes deadlines and application information for both FAFSA and the California Dream Act. A workshop follows with Butte Community College in the fall for graduating seniors and again in the spring for the FAFSA application process.

Element B: Measurable Student Outcomes

Student Outcomes

At Hearthstone School, students, parents, teachers, and staff form a community that supports the optimum learning and development of each of its members within the learning community.

Staff fully implement instructional materials that are aligned with California State Board of Education-adopted content standards in English Language Arts (ELA), English Language Development (ELD), Mathematics, History-Social Science and Science along with targeted interventions. The educational program supports students in demonstrating developmentally appropriate progress toward short and long-term academic, social-emotional, and technology goals. Staff will continually evaluate student progress toward statewide performance standards through statewide and districtwide assessments, diagnostic assessments and formative assessments as required by Education Code §60602, et seq. Charter and LCAP goals produce outcomes aligned with the schools mission and state standards to provide a personalized education and prepare students for subsequent educational levels.

Pursuant to Education Code Section 47605(b)(5)(B), the following is a table describing pupil outcomes that align with the state priorities and the school's goals and actions to achieve the state priorities.

Measurable School Outcomes Aligned to State Priorities

<p>Goal 1: All Hearthstone students will be prepared to transition successfully into subsequent educational levels and the workforce.</p>
<p>Growth Areas</p>
<ul style="list-style-type: none"> • Personalized learning and integration of SEL • Personalized Learning and college/career exploration/readiness • Academic support and enrichment opportunities
<p>In Support of State Priorities</p>
<ol style="list-style-type: none"> 1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement 7. Course Access 8. Other Pupil Outcomes
<p>Actions</p>
<ul style="list-style-type: none"> • Maintain fully credentialed and appropriately assigned staff • Maintain 100% alignment of instructional materials with CA core content standards • Increase implementation of core content standards and competencies and for all content areas by 5% annually • Maintain 100% access to a broad course of study • Integration of SEL competencies into core content • CAASPP ELA – increase overall, Socioeconomically Disadvantaged, and White students achievement (including CAA) • CAASPP Math – increase overall, Socioeconomically Disadvantaged, and White students achievement (including CAA) • CAST – increase overall, Socioeconomically Disadvantaged, and White students achievement (CAST Alt) • Annual review of course offerings (including A-G courses) • Ongoing professional development to support effective instruction in core content • Ongoing professional development to support integration, connection to the real world, and individualization of student learning • Implementation of one additional CTE pathway (Information, Communication Technology) • Improve existing Career Pathways by alignment with CTE Model Curriculum Standards • Provide opportunities for student participation in Concurrent Enrollment and courses articulated with Butte College • Collect and analyze formative benchmark assessments and other local data to determine and implement appropriate student academic supports and monitor progress • Integrate college/career readiness into individualized learning plans for all students • Facilitate learning opportunities that allow student access to a variety of real-world learning experiences based on student interests and goals • Increase graduation rates • Establish baseline student academic engagement data and increase annually
<p>Measures and Methods</p>
<ul style="list-style-type: none"> • 100% of teachers will possess appropriate credentials and be assigned appropriately. • 100% of instructional materials will support standards-based instruction. • 100% of teachers will receive training, including coaching support for integrating real-world learning with content standards and social-emotional learning, including staff who serve Students with Disabilities and English Learners. • Hearthstone will review course offerings annually to ensure a broad course of study is available to meet the needs of 100% of students. • Exceed 75% implementation of all state content standards as measured by the Local Indicator rubric. • Decrease the distance from standard on CAASPP ELA to less than 20 points, including CAA. • Decrease the distance from standard on CAASPP Math to less than 75 points.

- Decrease the distance from standard on CAST to less than 40 points and the percentage of students meeting or exceeding standard by at least 50%.
- Decrease the distance from overall on CAASPP and CAST to less than 20 points for reported student subgroups: Socioeconomically Disadvantaged and White students.
- 100% of teachers will receive professional development and adjust instruction as needed in response to the analysis of CAASPP student performance data.
- Maintain 100% of high school students will have access to A-G courses, Concurrent Enrollment at Butte College, CTE courses and/or Work Experience Education.
- Increase college preparedness to 80% as measured by the EAP ELA assessment.
- Increase college preparedness to at least 30% as measured by the EAP math assessment.
- 100% of students will be provided with academic guidance and real-world experiences to support their interests in preparing for college, other post-secondary education, and the world of work.
- Increase graduation rates to exceed 85%.
- Develop a rubric to measure student academic engagement, establish baseline data and increase annually.

Goal 2: All Hearthstone students will learn in a safe, consistent, nurturing environment

Growth Areas

- Student and Family Engagement
- School Culture and Climate

In Support of State Priorities

1. Basic Services
3. Parental Involvement
5. Pupil Engagement
6. School Climate

Actions

- School facilities maintained and in good repair
- Maintain full implementation and stability of systems for obtaining parent input in decision-making
- Continue participation in training on tiered systems of support including MTSS, PBIS and Restorative Practices
- Continue implementation of site family engagement plan for parent input on decision making and participation in school site events
- Continue to collect and analyze student data, including attendance, chronic absenteeism, drop out and suspension
- Continue to collect and analyze school climate data, including staff and student surveys

Measures and Methods

- Annual Facilities Inspection will indicate a score of 100% in 8 areas rated for a school rating of Exemplary.
- Parental input into decision-making will continue to be rated at Full Implementation and Sustainability as measured in the Local Indicators report.
- Maintain attendance rates of at least 95%.
- Reduce overall, Socioeconomically Disadvantaged, and White students chronic absenteeism to less than 15%.
- Maintain Middle school dropouts at zero and maintain High school dropouts at less than 15%.
- Maintain overall, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students suspension rate at less than 3%.
- Maintain expulsion rate at zero.
- Maintain overall student climate satisfaction rating of 85% or higher as measured by the PBIS Student Climate Survey.
- Maintain overall staff climate satisfaction rating of 85% or higher as measured by the PBIS Staff Climate Survey.

Element C: Student Progress Measurement

Hearthstone School embraces the importance of assessing students' progress toward mastery of the California Content and State Performance Standards without over-testing. The school's assessment plan includes formative and summative assessments and a timeline for administering assessments. The plan also allows for the exemption of certain students based on established criteria. The assessment plan is reviewed and revised, as necessary, each year to ensure the fidelity of assessment implementation. The method by which pupil progress in meeting pupil outcomes is to be measured is consistent with the way information is reported on the School Accountability Report Card (SARC).

Hearthstone School employs diverse assessment tools including both formative and summative assessments to measure the academic achievement and learning progress of each student. The assessment tools used include standardized, authentic, and performance-based assessments as guided by the California State Standards. While standardized, on-demand assessments enable staff to monitor the performance of individual students and effectiveness of the school's educational program, these assessments might not fully meet the assessment needs of the student population. Therefore, students, teachers and other instructional staff are required to participate in self-evaluation and alternative assessments to empower each to recognize and be responsible for student learning. To document student learning, alternative assessments will include individualized projects, exhibitions of student learning and other demonstrations of proficiency that students complete during the school year. Staff will engage students to the maximum extent possible in the assessment process to support students with the knowledge and skills necessary to take ownership of their own academic progress and success.

Assessment activities will include the following:

- Students will be assessed upon enrollment with accepted, standardized student assessment test(s) when appropriate. Assessments administered upon enrollment will identify current reading and math performance level and skills as well as in other content areas.
- Students will periodically be assessed on the same assessment instrument to measure learning progress. Formative assessments will measure each student's progress in mastery of reading and math skills. Curriculum-based measures and teacher-developed assessments will be used to determine content knowledge.
- Staff will use assessment instruments to diagnose each student's levels of academic performance, strengths and challenges. Assessments may include, but are not limited to, CAASPP, iReady, Write Score, SAT, ACT, curriculum-based measures and rubrics developed based on California State Standards.
- Staff may use multiple measures, including alternative assessment tools that employ objective means of assessment.
- Offer High School Equivalency exams including High School Equivalency Test (HiSET) and General Educational Development (GED)
- Other assessments, as described above.

Use and Reporting of Data

Teachers and staff utilize the AERIES data collection system to enter and access student data related to achievement scores from state tests, along with school benchmark and common assessments. Staff members use AERIES to collect and analyze student behavior data (attendance, chronic absenteeism, tardies, suspensions and behavior referrals) and credits completed toward graduation. The hardware and software of reporting systems will be well-maintained by trained BCOE staff. Additional data collection systems are utilized as necessary for behavior and/or assessments.

Assessment, student interest discussions, teacher observations and other data sources are used to develop individualized Learning Plans to monitor student progress. The purpose of the Learning Plan is to allow each student entering into the school program to team with their parent/guardian and teacher to set and monitor obtainable future goals. Student progress will be measured by ongoing assessments and reviews for the purpose of assessing student needs and growth areas on targeted standards. Data derived from these evaluations will be used to individualize instruction for each student.

Hearthstone School uses the Professional Learning Community (PLC) model, a research/evidence-based strategy that establishes educational teams, to use data to drive decision making to improve student engagement and achievement. PLC teams meet regularly to analyze data and monitor student learning and achievement and implement the following:

- Focus and commitment to high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within the organization
- Collaborative and collective efforts to focus on results of student learning and use of results to inform and improve professional practice
- A commitment to clarifying exactly what each student must learn, monitoring each student's learning on a timely basis, providing systematic interventions that ensure students receive additional time and support for learning when they struggle and extending/enriching learning when students have already mastered the intended outcomes

As part of the BCOE Student Programs and Educational Support Division, the administrator of Hearthstone School will report student assessment results to the BCOE SPES Administrative team and share assessment data with the BCOE Board of Education, as requested.

Element D: Governance Structure

Hearthstone School is a public charter school authorized by the Butte County Board of Education and administered by the Butte County Superintendent of Schools through Butte County Office of Education.

The Butte County Board of Education (BCBE) serves as the Governing Board for Hearthstone School and will retain roles and responsibilities as defined in Education Code 1040–1047. BCBE is responsible for the approval of an annual budget, adoption of core curriculum and acquiring real property for the purpose of housing programs and services for Hearthstone School.

Hearthstone School reports to the BCOE Superintendent (or designee) and follows applicable policies set forth by Butte County Superintendent of Schools. Changes to the charter require the affirmative votes of majority of all the Butte County Board of Education members.

Role of the School Site Council

Parent and community involvement in the operation of Hearthstone School is integral to ensuring the school program addresses the needs, concerns and expectations of the students, families and communities of students served. The School Site Council (SSC) will be comprised of a principal, teachers, other staff, students and parents/community members as required by Title 1 funding and outlined in the School Site Council Bylaws. The School Site Council will meet publicly no less than five times annually and will:

- Be responsible for supporting the development of the Single Plan for Student Achievement (SPSA).
- Approve the SPSA, monitor its implementation and evaluate the effectiveness of the planned activities at least annually.
- Make recommendations and/or provide input on amendments to the charter.

- Provide input on general school issues, policies and other charter school interests and activities.
- Provide input on the LCAP.

The School Site Council will ensure there is alignment in the charter, LCAP and SPSA goals, actions and strategies.

Role of the Principal

The overall vision of the program and instructional leadership will be provided by the Principal. The Principal will:

- Make recommendations for the hiring of staff;
- Evaluate staff;
- Enlist parent and staff involvement;
- Administer and oversee student activities;
- Monitor the implementation of curriculum;
- Implement school policies;
- Work with the BCOE SPES staff to select or pilot instructional materials;
- Recruit community and business partners;
- Participate in school/community affairs;
- Promote professional and academic excellence;
- Manage technology programs;
- Administer budgets and other related fiscal responsibilities;
- Assure regular school/home communication; and,
- Resolve personnel and student issues.

Role of Chartering Authority

As the chartering authority, the Butte County Board of Education will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Butte County Board of Education will be responsible for reviewing and taking action on charter petition renewal requests, and have the authority to initiate revocation proceedings if necessary as provided by Education Code Section 47607.

Element E: Employee Qualifications

Hearthstone School acknowledges: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. All instructional staff, including certificated teachers and classified instructional paraprofessionals, are highly- qualified and compliant with federal ESSA requirement.

The Principal of Hearthstone School serves as the administrator and educational leader, and is responsible for ensuring high levels of learning for all students by overseeing programs and coordinating with BCOE leadership and other BCOE team leaders. The Principal guides collaborative teams to support the needs of students in a manner that is consistent with the school's mission, and is responsible for the operation of the facilities such as to ensure the health and safety of the school's faculty, staff and students and in accordance with law, rules of the Board of Education, and by administrative regulations. The Principal will possess a valid Administrative Credential issued by the California Commission on Teacher Credentialing as well as a California Teaching or Pupil Personnel Service Credential as well as other qualifications as defined in the applicable job description.

All teachers recruited and hired at Hearthstone School will hold an appropriate California Commission on Teacher Credentialing certificate, permit, or other document and must meet the

requirements of state and federal law and abide by the same requirements as all teachers employed at Butte County Office of Education. Teachers must also possess and/or demonstrate the professional expertise as required in their respective job descriptions. State and Federal laws require that all teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services, including ELD and primary language instruction. BCOE requires all teachers to have a CLAD/BCLAD authorization. ELD services are provided by either the classroom teacher or another CLAD/BCLAD certified teacher, until the student is reclassified.

Teachers will be evaluated per the BCOE Certificated Teacher Evaluation process. Coaching will be an integral part of supervision. Staff may be compensated for expanded job responsibilities on an individual basis. Teachers must be willing to be flexible in their work hours/days to accommodate individual student needs as defined in the Student Learning Plans.

Qualifications of other certificated or non-certificated employees who are recruited and hired to provide supplementary instruction, management, and support services are established, and defined in the BCOE job descriptions. Employees are evaluated by procedures established in BCOE Superintendent's Policies and bargaining unit agreements as appropriate for each position.

Classroom or parent volunteers, speakers, outside experts, and others may support student learning and may volunteer their services, be paid as independent contractors, or be hired as BCOE employees. Agencies and organizations may provide services to Hearthstone School through contracts.

Hearthstone School will follow the approved and public organizational chart of BCOE.

Element F: Health and Safety Procedures

Hearthstone School will follow the health and safety procedures as previously developed and/or adopted by BCOE in the operation of its various educational programs and schools as outlined in the Comprehensive School Safety Plan. This plan is reviewed and updated annually by BCOE's Director of Emergency Preparedness, School Safety and Security and is a training and reference guide for all site faculty and staff.

At a minimum, policies and procedures will comply with all state and federal laws related to:

- Documenting immunizations of new students.
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter.
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire.
- Developing emergency-response procedures.
- Training for staff in emergency response, including appropriate first responder training or its equivalent, and prevention strategies regarding contact with blood-borne pathogens.
- Assuring staff are trained and implement mandated child abuse reporting that conforms to current law.
- Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent.
- The adoption of a suicide prevention policy and training for staff.
- Assuring that school buildings meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

- Establishing the school as a drug, alcohol and tobacco free workplace.
- Maintaining annually reviewed Site Safety Plans.
- Compliance with the Americans with Disabilities Act.

Facilities

Hearthstone School is located at 2280 6th Street, Oroville. This facility was designed with a personalized learning program in mind. The facility meets the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs. The facility is large enough to provide space for individual student-teacher meetings, tutoring, and space for group teaching and work. In addition, the facility includes reasonable accommodations for teaching staff to prepare for and conduct instructional business or educational appointments with students.

Hearthstone's plan for growing enrollment included the purchase of an additional portable classroom in the 2018-2019 school year. The additional classroom will allow Hearthstone to increase the capacity to be equipped to serve students who have chosen to enroll in the Hybrid instructional option.

A school facility conditions evaluation is conducted annually by BCOE's Maintenance and Operations division using the Facility Inspection Tool (FIT). Hearthstone School reviews the FIT report with the BCOE Director of Maintenance of Operations and collaborates on facility improvements.

Element G: Racial and Ethnic Balance

All students may elect to enroll at Hearthstone School regardless of race, ethnicity, gender or disability. The open enrollment policy supports efforts to generate a student body representative of the demographics of the community served. Additionally, Hearthstone School practices student recruitment procedures that include the following strategies to achieve a racial and ethnic balance among the charter school's students that is reflective of the general population residing within the territorial jurisdiction of BCOE:

- Development of promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the school community, including translation of all materials into languages reflective of the school community
- Inclusion of Hearthstone School on the list of schools of choice offered by BCOE
- Distribution of promotional and informational materials via the school site and websites, BCOE website, BCOE office and via community groups and agencies that serve the various racial, ethnic and interest groups reflective of the school community
- Enrollment process that removes barriers and intentionally allows enrollment for all student groups
- Scheduling of outreach meetings to reach prospective students and parents
- Coordination of outreach to community partners through regular participation at monthly Oroville Area Resource Support (OARS) meetings
- Enrollment benchmarks to represent the community diversity
- Maintain Parent Liaison and School Counselor that support the enrollment process and balance

Element H: Admissions

Open Enrollment, Lottery and Waitlist Process

Applications will be accepted during a publicly advertised open enrollment period each school year. After the close of the open enrollment period, the school will enroll students subject to capacity. If the Charter School receives a greater number of applications than there are spaces for students, each application will be given a chance at admission through a public random drawing process. The public random drawing will be held each Spring in a public place on the school campus that can accommodate all interested stakeholders, parents, students, staff and community members. The lottery will be run by an uninterested third party. Parents do not have to be present at the lottery to accept their spot, should their child's name be drawn. Parents whose students are admitted in the lottery will be notified within a week of the lottery either in writing or by phone. Families are encouraged to call the school office to inquire about their child's enrollment status.

Admission preferences in the case of a public random drawing shall be granted to siblings of currently enrolled students, followed by residents of Butte County who shall have preference through weighting of 2x in the lottery. Currently enrolled students and Kindergarten siblings of currently enrolled students are exempt from the lottery process.

Once the initial lottery is complete, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery. Furthermore, if a grade level is determined to have no openings, a waitlist will be generated for that grade level based on the order names were drawn in the lottery. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

In the event there are more openings than applications after the close of an open enrollment period, all students will be enrolled and a waitlist will be established by the date applications are received for any grade levels or programs that fill thereafter for the balance of the academic year.

Enrollment Process

Hearthstone School is nonsectarian in its programs, admission policies, employment practices and all other operations. It will not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Ed Code Section 220 and Section 422.55 of the Penal Code, or one's association with a person with those listed characteristics. Admission to the school shall not be determined according to the place of residence of the pupil, or the parent/guardian within this state.

To enroll in the school, each student shall first:

- Complete enrollment forms including emergency information cards.
- Provide records documenting immunizations as required by public schools.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless an Individualized Education Program (IEP) specifically provides for that participation (EC51745(c)). Hearthstone School will not charge tuition and will be nonsectarian in its programs, admission policies, employment practices and all other operations. Hearthstone School will not mandate parent volunteer hours as a criterion for enrollment.

Independent Study

After enrollment, each student and their parent/guardian will complete and sign a Master Agreement in partnership with the school indicating their understanding of the charter school's program, philosophy, services, requirements and expected student learning outcomes. Continued enrollment will be dependent on all partners meeting the expectations and conditions of the Master Agreement. Either member of the partnership may withdraw from the Master Agreement, as appropriate, or necessary.

Element I: Annual Independent Financial Audits

Fiscal Stability

Hearthstone School acknowledges that a stable student population and community awareness of the educational services offered are key components to the successful implementation of a charter school. The school is committed to stabilizing student enrollment.

The school will take into consideration the capacity of existing facilities and the level of existing school-based services to support the academic performance and the social-emotional well-being of its students. Adjusting targeted student enrollment and additional resources needed will be considered on an annual basis.

Independent Annual Audit

Hearthstone School will be audited annually at the same time in which BCOE performs its audit process. The audit verifies the accuracy of the school's financial statements, revenue-related data collection reporting practices, attendance and enrollment accounting and internal controls.

Fiscal Services is responsible for contracting with an independent auditor and overseeing the audit process. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider to conduct the audit in accordance with Generally Accepted Auditing standards and the Audit Guide issued by the Controller of the State of California. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The TK-12 public school guidelines for Independent Study will be evident in the annual audit as per Ed code 47612.5(b).

The audit will be conducted in accordance with generally accepted accounting principles. On or before December 15, a copy of the annual independent financial audit report for the prior fiscal year will be forwarded to BCOE Board of Education, County Superintendent of Schools, the State Controller, and the State Department of Education. Audit exceptions may be addressed by this time.

The BCOE Executive Director of Fiscal Services will review any audit exceptions and, with input from the Superintendent, will provide recommendations for resolutions. Any audit exceptions will be resolved to the satisfaction of the Butte County Superintendent of Schools and will be reported to the BCOE Board of Education. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

Fiscal Services, Human Resources/Payroll and Information Technology

BCOE Fiscal Services and Human Resources/Payroll Departments shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by the charter for a fee, determined annually by the state approved indirect cost rates.

Supervisory oversight services shall include, but are not limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter
- Regular review, analysis, and dialogue regarding the annual performance report of the school
- Monitoring of compliance with the terms of this charter and related agreements
- Good faith efforts to implement the dispute resolution and related procedure described in element fourteen of this charter

Additional duties shall include, but are not limited to, the following:

- Accounting, payroll, and fiscal support services
- Technology support

Financial Reporting

School finances, financial data and information will be tracked through the BCOE financial accounting system by Fiscal Services and reported to the Butte County Board of Education at a regularly scheduled meeting. If additional information is needed to accurately report a transaction, Fiscal Services consults with the California Department of Education, the auditors or other professionals.

Administrative Services

BCOE Administrative Services Division shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessitated by the charter for a fee, determined annually by the state approved indirect cost rates.

Supervisory oversight services shall include, but are not limited to, the following:

- Good faith efforts to develop any needed additional agreements to clarify or implement the charter
- Regular review, analysis and dialogue regarding the annual performance report of the school
- Monitoring of compliance with the terms of this charter and related agreements
- Good faith efforts to implement the dispute resolution and related procedure described in element N of this charter

Additional duties shall include, but are not limited to, the following:

- Accounting, payroll and fiscal support services
- Technology support

Special Education

The charter provides Special Education services and is considered a member of the Butte County SELPA under the BCOE membership umbrella. Special Education revenues are allocated to the charter per the Butte County SELPA Local Plan. The charter is fiscally responsible for its fair share of any encroachment on general funds.

Cash Flow Projections

Since the charter is not an independent LEA, their cash flow is included in the BCOE Cash Flow Projections. The BCOE Cash Flow Projections are included with the Original Budget and each Interim Budget packages and are presented at the BCOE board meetings. BCOE has processes in place to monitor and maintain cash in order to meet obligations.

Element J: Suspension and Expulsion Procedures

While Hearthstone focuses on Positive Behavior Supports and Interventions using a Multi-Tiered System of Supports and strives to implement alternatives to traditional punitive disciplinary actions, Hearthstone students may be suspended or expelled for persistent non-compliance with the terms of the Charter contract, or for any reasons enumerated in California Education Code 48900-48915, or in the BCOE Superintendent's Policies and Administrative Regulations. Due process procedures will be followed, as established in the BCOE Superintendent's Policies and Administrative Regulations.

In developing site-level disciplinary rules, the Principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. As appropriate, personnel involved in school security
5. For middle and high schools, students enrolled in the school

School rules shall be communicated to students clearly and in an age-appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Suspension

1. Suspension is a consequence for serious behavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds while suspended from school. Absence from school due to suspension is unexcused and class work is made up at the discretion of the each teacher.
2. A teacher may suspend any student from class for the day of and the day following, any of the acts enumerated in ED Code Section 48900
3. The Superintendent or Principal may use discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5.

Expulsion

Unless the Principal or Associate Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would address the conduct, the Principal, Associate Superintendent or designee shall recommend a student's expulsion for any acts outlined in the BCOE Administrative Regulations AR 5144.1, Recommendation for Expulsion and Mandatory Recommendation for Expulsion.

For any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the pupil no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

Depending on the length of the suspension, or if expulsion is sought, the student will be provided "oral or written notice of the charges against them," "an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story," and/or "a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate."

Students may also be disenrolled for nonconformance with the terms of their Master Agreement or contract for violation of any law or any conditions or standards established by the school or for causing the school to be in violation of any provision of law. For disenrolled students, assistance will be provided by the school to facilitate enrollment in another public school district.

Hearthstone School shall institute Positive Behavior Interventions and Supports as part of its educational approach. As such, the school will incorporate proactive strategies schoolwide to support students and staff. The school will develop and maintain student discipline procedures, and these procedures will be distributed as part of the school handbook and will include the expectations for appropriate behavior. As part of the enrollment process, students and their parent/guardian will be required to verify in writing that they have reviewed and understand these policies.

Element K: California State Teacher Retirement System

Hearthstone School staff members are, and will continue to be, employees of the Butte County Office of Education. As such, they are covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the Superintendent. Classified employees also participate in Social Security. All employer contributions required by STRS, PERS and Social Security, as applicable, will continue to be made by the Superintendent. The Superintendent will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. Human Resources and Administrative Services Divisions will be responsible for ensuring appropriate arrangements for coverage have been made.

Element L: Public School Attendance Alternatives

Students who opt not to attend Hearthstone School may attend other district schools or adult school program. Students may attend either within their district of residence in accordance with the district of residence policy or another district school via an approved inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district and/or county of residence.

Element M: Post-employment Rights of Employees

Any employee of the Butte County Office of Education who chooses to leave their existing position at BCOE to work at Hearthstone School shall have the right to apply for a transfer into any open position at Hearthstone for which they are qualified. Similarly, employees working at Hearthstone have transfer rights to any open positions at other BCOE sites for which they are qualified. Collective bargaining contracts will guide this process. Because Hearthstone employees are employees of BCOE, they retain all service credit and tenure while working at Hearthstone and the accrual of sick and/or vacation leave is continuous.

Element N: Dispute Resolution Procedures

Hearthstone complies with the Charter School Complaint Notice, Ed Code Section 47605(d)(4), and provides the form during the enrollment process and post the form on the school's website. Charter School Complaint Forms are submitted to our charter authorizer for review. Hearthstone is dedicated to working in collaboration with the charter authorizer to resolve all complaints.

Hearthstone School will follow all BCOE policies for handling disputes. The County Superintendent recognizes that Butte County Office of Education has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs and encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the County Superintendent shall adopt the uniform system of complaint processes.

The County Superintendent recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable

to all parties. One type of ADR is mediation, which may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The County Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Butte County Office of Education shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the County Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained. When an allegation that is not subject to the UCP is included in a UCP complaint, Butte County Office of Education shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through Butte County Office of Education's UCP.

Element O: Closure Procedures

In case of Hearthstone School closure, the school will follow Education Code #47604.32, 47605, 47605.6, and 47607. In the event that the school closes, assets and liabilities of the school will be disposed of by BCOE in accordance with the asset disposition provisions of BCOE rules and regulations. BCOE will attend to enumerating and disposing of the assets and liabilities and will ensure that a final audit of the Charter School's assets and liabilities is performed.

Upon matriculation at the end of each school semester or term and upon graduation, parents/guardians of students will be provided with a printed transcript of their student's academic progress at the school along with other relevant information. In the event of school closure, parents and students will possess an independent copy of potentially necessary pupil records. BCOE may also provide for the transfer of such records to a responsible and willing school district or other qualified entity if available at the time the school closes. School resources allowing, former charter school staff may be retained for a period of designated weeks or months after school closure to ensure that students' records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, records shall be disposed of or destroyed in a fashion that will ensure confidentiality.

Documentation of Closure Action

The decision to close Hearthstone School will be documented by an official action of the BCOE Board in accordance with applicable law. The action will identify the reason for the school's closure. The Superintendent or his/her designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his/her designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If it is feasible to do so while still maintaining a viable and appropriate educational program, the closure of a charter school will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable and legally compliant education program continues until the end of the school year. The school will provide advance notice to the BCOE Board of Education, involved community members and partners, students, teachers, independent contractors and community of

any consideration for BCOE action of school closure of at least nine months prior to any action, unless unfeasible to do so.

Notification to California Department of Education, SELPA, and State Board of Education

Hearthstone School will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action
- The name(s) and contact person(s) for information regarding closure
- The pupils' districts of residence, if applicable
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements

Notification to Parents and Students

Hearthstone School students will be notified as soon as possible when it appears school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school.

The school will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts

Hearthstone School will notify any school district that may be responsible for providing education services to former students so the receiving district(s) is/are prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

Hearthstone School has a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. School staff will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

Hearthstone School will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment and supplies and an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the school. The cost of the audit may be considered a liability of Hearthstone School.

In addition to a final audit, the school will submit any required year-end financial reports to the California Department of Education, the Butte County Board of Education and the County Superintendent of Schools in the form and within the timeframe required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, school administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to BCOE.

Impact Statement

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

There will be a Memorandum of Understanding between the authorizer and Hearthstone.

Potential Civil Liability Effects:

This statement is intended to fulfill the terms of Education Code 47605(g) and provides information regarding the proposed operation and potential effects of Hearthstone School on the District. Hearthstone School is a dependent charter, that serves high-risk youth and has an unduplicated student count of at least 70 percent of the school's total enrollment comprised of high-risk student groups. Hearthstone School operates as a TK-12 Independent Study program consisting of Independent Study, Hybrid, and Online learning options. Students at Hearthstone have not been successful in the traditional school setting. As a personalized TK-12 Independent Study program serving high-risk student groups, the impact to the local schools is minimal. Hearthstone program is unique in its program and does not duplicate programs offered by the local districts.

Appendix

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2020-2021 Local Assessment Schedule

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English and Reclassified English Learner Academic Support Plan and Report to Parents

English Learner Academic Support Plan

English Learner Academic Support Plan Parent Report

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Bell Schedule

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Parent Satisfaction

2020-2021 Annual Parent Handbook

Multi Year Projections

Comprehensive School Safety Plan

**2020-2021
School Year**

School: Hearthstone School
CDS Code: 04 10041 0430090
District: Hearthstone Charter School
Address: 1859 Bird St.
Oroville, CA, 95965
Date of Adoption: May 15, 2018
Date of Update: 10/19/2020
Date of Review:
- with Staff 10/19/2020
- with Law Enforcement 12/11/2020
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Nick Catomerisios	Principal		
Nick Catomerisios	School Site Council Chairperson		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Hearthstone's School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is very comprehensive due to the wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: "All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

It is the sincere hope of Hearthstone that no major crisis, disaster or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Components of the Comprehensive School Safety Plan (EC 32281)

Hearthstone School Safety Committee

School Site Council

Assessment of School Safety

Effectiveness of the Hearthstone School Safety Plan will be evaluated by staff, students, parents and educational partners through surveys, interviews and discussions.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

PBIS, evacuation plans, parent/student/staff surveys, daily schedules, training on procedures and policies, MTSS implementation, site-based counseling services, parent engagement curriculum

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Prevention and Reporting

The County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

Butte County Office of Education's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. The program may also include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

The County Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The County Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the duties of mandated reporters.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In the event of a large-scale disaster, the Superintendent will activate the Emergency Operations Center (EOC) at 1859 Bird Street or other appropriate facility as feasible. Direction, coordination, etc., from the BCOE EOC will be disseminated to each site's specific Incident Command Post. Communications to and from all BCOE sites will be through the BCOE Superintendent (as the Public Information Officer) and the BCOE web site. (Appendix II Public Information Summary) The primary method of communication with the EOC will be by telephone. If the telephone systems are non-functional, sites shall use alternate methods of communication; i.e., radios, cellular telephones, school and office web sites, etc.

Public Agency Use of School Buildings for Emergency Shelters

Under the direction of the Superintendent and school principal, the school building may be used as an emergency shelter when students are not present.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension

1. Suspension is a consequence for serious misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds (within 600 feet in any direction) while he/she is suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of the teacher.
2. A teacher may suspend any student from his or her class for the day of, and the day following, any acts enumerated in Ed Code Section 48900.
3. The Superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5.

Recommendations for Expulsion

Unless the principal or Assistant Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would address the conduct, the principal, Assistant Superintendent or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife as defined in Ed Code Section 48915(g), explosive or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis;
4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Recommendation for Expulsion

The principal, Assistant Superintendent or designee shall recommend that the County Superintendent expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
2. Brandishing a knife at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery, or committed a sexual battery;
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the County Superintendent shall expel the student.

The Assistant Superintendent or Principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The principal shall inform the teacher of a pupil who has engaged in, or is reasonably suspected to have engaged in, violent propensities. The Ed Code describes several acts, including when the pupil:

Threatened to cause, attempted to cause, or caused another person physical injury

Willingly used violence or force upon another person (except in cases of self-defense)

Possessed or sold a knife, firearm, or explosive

Unlawfully possessed, sold, used, or was under the influence of a controlled substance, alcohol beverage, tobacco, or intoxicant

Attempted to commit or committed robbery or extortion

Damaged or stole school or private property

Committed an obscene act

Engaged in an act of bullying

(E) Sexual Harassment Policies (EC 212.6 [b])

Instruction/Information

The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observed the incident shall report to the non-discrimination coordinator or Assistant Superintendent.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, and the entire circumstances of the incident(s) shall be taken into account.

Notification: The sexual harassment policy shall be displayed in a prominent location near the office and included in the student handbook (Title 5 CA CCR 4622, Ed Code 231.5).

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress and Grooming of Students

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement/association is prohibited on school grounds and at school activities on or off campus.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students are to be dropped off no more than 15 minutes prior to classed and scheduled meetings, and picked up no more than 15 minutes after classes and scheduled meetings. Parents and students are to ensure the student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes.

All students, parents, and visitors are required to sign in when entering school, and sign out when leaving. Sign in is required for any time being spent on school campus.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Physical Environment

Element:

Create a physical environment that communicates safety and respect for learning

Opportunity for Improvement:

School intercom system is in place along with Go-Kits and Stay-Kits, drill and evacuation procedures, and an updated Handbook. PBIS implementation continues with annual progress toward tiered supports. Everyone who comes onto campus must sign-in with our electronic system.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish and maintain safe school procedures	Update the Handbook, student emergency contact information binder, staff rosters, visitor reporting, Go- and Stay-Kits, and school safety procedures. Review revisions in BCOE Safe Schools Plan and Crisis Response Procedures, and vulnerability assessment. Implement emergency drills, staff safety training, flood evacuation procedures, door locks, and intercom system.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council BCOE Staff Parents/Guardians and Students Parent Liaison Educational Partner	Principal and school staff	Safe Schools Plan, Handbook, Record of emergency drills and safety training, reviewed and updated strategies
Maintain a safe and clean school environment for learning	Update Williams Act reports. Review and implement LCAP and SPSA goals and PBIS School Wide Behavior Expectations. Review annual safety & public health inspections, daily janitorial service, monthly floor cleaning and pest control inspections, ServSafe & HACCP food safety regulations.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council School Staff	Principal and school staff	Williams Act reports, LCAP & SPSA, PBIS records, site inspections, pest control reports, meeting notes, invoices, physical evidence
Supervise all areas of school campus	Review BCOE accident/incident reporting forms, roles and responsibilities of staff and supervision, daily duty schedules, electronic sign-in, and trainings to support appropriate student behaviors.	School Staff BCOE Staff	Principal and school staff	Accident/incident report forms, meeting notes, PBIS tier 1 & 2 action plans.

Component:
School Climate

Element:
Create a caring, connected and safe school community

Opportunity for Improvement:

LCAP and PBIS Tier 1/2 supports are in place and being used regularly. Parents, students, and staff participate in various surveys such as PBIS, CHKS, and LCAP. Student Success Team (SST) meetings are held regularly for students needing support plans. Parenting Partners is in its second year of implementation and is bringing families in to be more engaged. The school counselor has a wider range of duties that include academic counseling and enrolling new students. School Leadership provides high school students with curriculum and guidance to help them become a more visible part of the school and to help promote a positive school culture.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Administer staff, parent, student, and community surveys (California Healthy Kids and LCAP).	Review CHKS and LCAP student, parent, and stakeholder surveys to highlight commendations and share with stakeholders. Continue use of LCAP and PBIS Tier 1/2 action plans to identify needs and share data with stakeholders.	Parent liaison Parents/Guardians Students School Site Counsel Educational Partners BCOE Staff	Principal School Staff	Strategies reviewed and analyzed, PBIS Tier 1/2 Action Plans
Establish and monitor academic and behavior goals.	Review LCAP & PBIS data with the PBIS and Leadership Teams to begin implementation of the Tier 3 action plan. PBIS and Leadership Teams participate in trainings on MTSS and PBIS. Hold Student Success Team meetings for students who are falling behind and need additional support.	School Counselor	Principal School Staff	Strategies reviewed and implemented, PBIS Tier 1/2 Action Plans
Provide opportunities for students to build self-esteem, make school connections, and engage in meaningful learning.	Hold school and cultural events and invite families and stakeholders. Provide classes such as Student Leadership and BOLD, when enrollment warrants.	School Staff Parent Liaison Parents/Guardians BCOE staff	Principal School Counselor	Review activities calendar
Communicate behavior standards.	Review and implement the Handbook and Tier 1/2 supports.	School Staff	Principal	Strategies reviewed, updated, and implemented, PBIS Tier 1/2 Action Plans
Facilitate Family Engagement Plan (support a child's learning both at school and at home and encourage active involvement as decision-makers).	Continue implementation of the Family Engagement Plan through the use of Parenting Partners, and School Site Council.	School Staff Parents/Guardians School Site Council Educational Partners BCOE Staff	Principal Parent Liaison	Strategies implemented and Parenting Partners training

Objectives	Action Steps	Resources	Lead Person	Evaluation
Facilitate social-emotional supports for students.	Review the use of site-based counseling services with the school counselor as well as reviewing the progression of the suicide prevention policy. Follow up with referrals made to Butte County Behavioral Health, Children's Services, ERMHS as needed.	School Staff Educational Partner	Principal School Counselor	Strategies implemented and reviewed

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Hearthstone School Student Conduct Code

Student Expectations

All Students are Expected to:

1. Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person. (No physical violence or threat of physical violence is tolerated on campus.)
2. Be considerate in their relationships with students, teachers, and staff.
3. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
4. Follow all rules and procedures given in the Parent and Student Code of Behavior and Handbook.
5. Keep hands, feet, and objects to themselves. (This includes roughhousing and "playing around".)
6. Follow classroom procedures established by each teacher. Be in the right place at the right time.
7. Interact appropriately. (This includes no excessive displays of affection.)

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the unit of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

1. Use of positive behavior supports
2. Warnings and reduction of inappropriate behaviors to appropriate on task behaviors
3. Teacher-Parent-Student conference

4. Social emotional learning instruction
5. Instruction in pro-social behavior or anger management
6. Use of restorative practices
7. Referral to counseling
8. Convening a Student Study Team

(K) Hate Crime Reporting Procedures and Policies

Crimes against persons of any kind will not be tolerated by the school and will be reported to law enforcement. In addition to and separate from any law enforcement action which may take place, school discipline may be administered. Crimes which are committed against persons of protected classes AND are committed primarily because of that person's status within a protected class are subject to criminal enhancements. This is called a 'hate crime' and is handled by law enforcement and the justice system. Criminal enhancements can substantially increase punishment for those crimes. If you believe you are a victim of crime, you are encouraged to report the crime to law enforcement. You are also encouraged to report any crimes to school administration. Law enforcement and school administration have different roles. While situations may be handled differently, they are handled in cooperation with each other, as well as prosecutors and victim services. Your school can be a good resource for services you may need if you are a victim of crime.

(J) Procedures to Prepare for Active Shooters

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
4. If the location of the threat is known quickly move students/staff away from the threat and find cover.
5. Staff will lock classroom and office door
6. If possible, take the following steps:
 - a. Direct as many students/staff into nearest safe supervised room.
 - b. The Principal/Administrator/Manager and Emergency Response Team supervise the area outside a room/offices until students/staff are in room/offices.
 - c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.
 - d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.

- j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
7. All School Personnel/staff not responsible for classes or offices are to take cover in the immediate area where they are working.
 8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
 9. The Principal/Administrator/Manager will give the "all clear" signal which indicates conditions are safe for returning to classrooms/offices.

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Whenever possible, discrimination, harassment, intimidation and bullying issues may be resolved informally, at the lowest level. The school-wide cell phone policy prevents students and visitors from using cell devices to bully another student. The closed campus policy prevents students from leaving campus before the end of their school day without written parent permission.

Any incident of bullying or cyber-bullying that is reported to a school employee is followed up on by the principal or designee, and the school counselor. Any evidence of reported cyber-bullying is saved and added to the discipline referral form.

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Non-Discrimination Coordinator or principal, whether or not the victim files a complaint.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan is reviewed by the principal and the School Site Council. Any amendments proposed shall be approved by the School Site Council.

Safety Plan Appendices

Emergency Contact Numbers

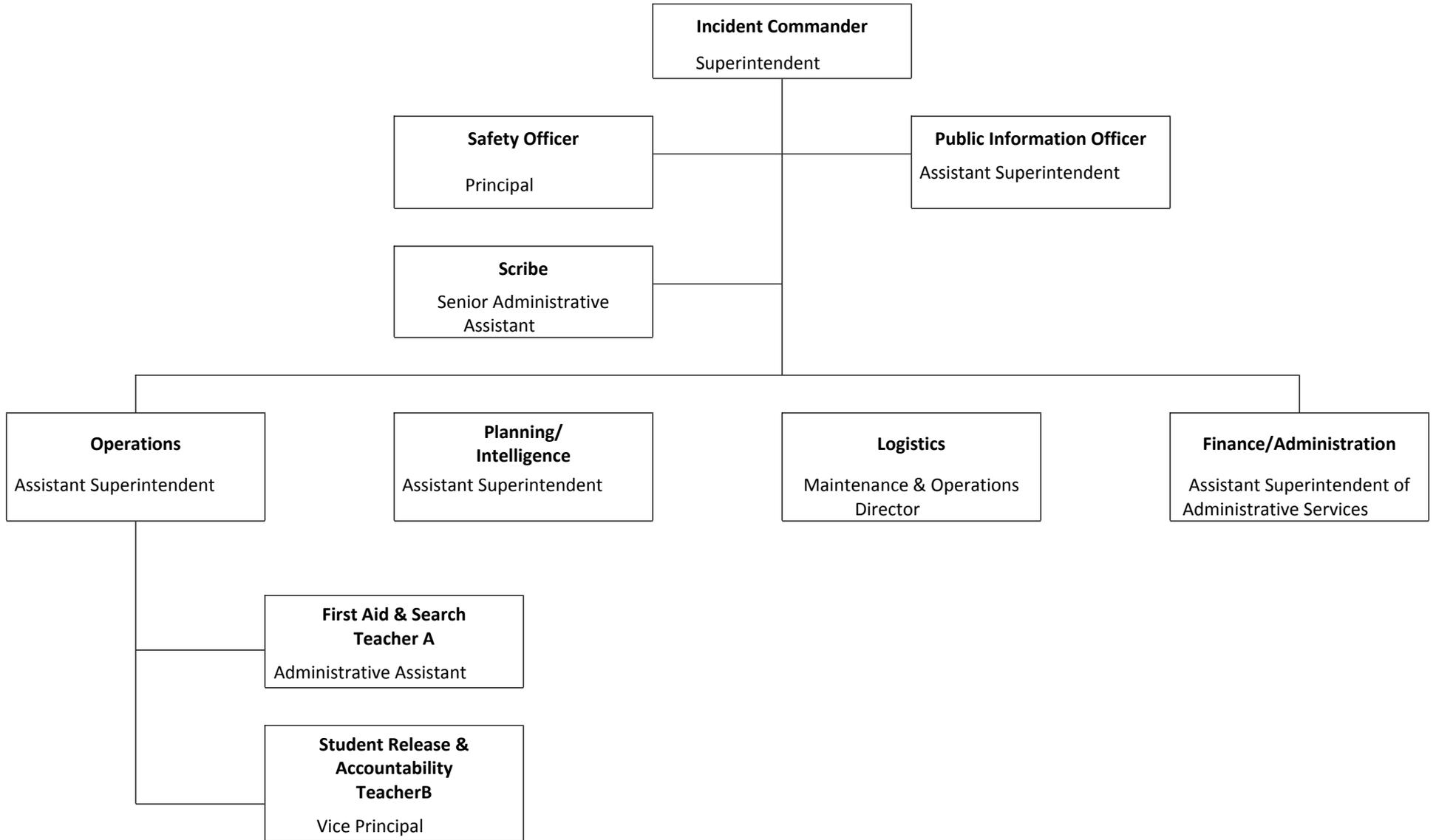
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Butte County Office of Education	532-5761 or 532-5650	
Law Enforcement/Fire/Paramedic	Fire Department - Oroville	911 or 538-2480	
Law Enforcement/Fire/Paramedic	Fire Department - Chico	911 or 895-4911	
Law Enforcement/Fire/Paramedic	California Department of Forestry and Fire Protection	911 or 533-6363	http://cdfdata.fire.ca.gov/incidents/incidents
Law Enforcement/Fire/Paramedic	Police Department - Oroville	911 or 538-2448	
Law Enforcement/Fire/Paramedic	Police Department - Chico	911 or 895-4911	
Law Enforcement/Fire/Paramedic	California Highway Patrol	911 or 879-1999 or 538-2700	
Law Enforcement/Fire/Paramedic	Butte County Sheriff/Coroner's Office	911 or 538-7321	
Local Hospitals	Oroville Hospital	533-8500	
Local Hospitals	Enloe Hospital	332-7300 (ext. 0) or 332-7740 (Emergency)	
Local Hospitals	Feather River Hospital	877-9361	
Public Utilities	PG&E - Oroville & Chico	(800)743-5000	
Public Utilities	California Water Service - Oroville	533-4034	
Public Utilities	California Water Service - Chico	893-6300	
Public Utilities	Thermalito Water & Power Agency	533-0740	
Public Utilities	South Feather Water & Power Agency	533-4578	
Emergency Services	Butte County Office of Emergency Services	538-7373	
American National Red Cross	American Red Cross - Yuba City	673-1460	
City Services	CALTRANS - Oroville	533-7585	www.dot.ca.gov

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
The principal provides the School Site Council with the current Comprehensive Safety Plan for review	10/19/2020	Complete plan shared
The principal provides the School Site Council with all proposed updates to the Comprehensive Safety Plan	10/19/2020	No updates
The School Site Council approves the Comprehensive Safety Plan	10/19/2020	Approved during School Site Council Meeting

Hearthstone School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

1. Staff assignments regarding Emergency Operations Center and/or Incident Command System.
2. Setting Up an Emergency Operations Center or Incident Command Post.
3. SEMS/NIMS related training and drills.
4. Coordination with local emergency responders (i.e. emergency responders who will be responding to the 911 call).
5. Follow guidelines of the four phases of planning for Crisis Preparedness Planning.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The superintendent and principal or designee will identify the type of emergency to determine the protocol. The principal will communicate the plan with staff.

Step Two: Identify the Level of Emergency

The principal or designee will identify the level of the emergency and which protocol follow. Steps will be communicated with staff and families as needed.

Step Three: Determine the Immediate Response Action

The principal or designee will determine the appropriate response action. Steps to follow will be communicated to staff and families.

Step Four: Communicate the Appropriate Response Action

The principal or designee will follow the appropriate response action. Steps to follow will be communicated to staff and families. The principal or designee will maintain regular communicate with staff and families as need until the emergency has been resolved.

Types of Emergencies & Specific Procedures

Aircraft Crash

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Animal Disturbance

All staff and students remain inside the building. Principal or office staff call the appropriate authorities (Animal Control, Sheriff's Department). Once the disturbance is cleared, staff and students continue with their business.

Armed Assault on Campus

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice/or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
4. If the location of the threat is known quickly move students/staff away from the threat and find cover.
5. Staff will lock classroom and office door
6. If possible, take the following steps:
 - a. Direct as many students/staff into nearest safe supervised room.
 - b. The Principal/Administrator/Manager and Emergency Response Team supervise the area outside a room/offices until students/staff are in room/offices.
 - c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.
 - d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.
 - j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
7. All School Personnel/staff not responsible for classes offices are to take cover in the immediate area where they are working.

8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
9. The Principal/Administrator/Manager will give the "all clear" signal which indicates conditions are safe for returning to classrooms/offices.

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Biological or Chemical Release

The school provides notice to parents through postings on the school campus, school-wide communications, and the school website when chemicals are released on school grounds.

1. Following any emergency, notify the BCOE Superintendent's Office and call for assistance with clean-up, as appropriate
2. Extinguish all ignition sources
3. Shut off main emergency switch to fuel pump, if appropriate
4. Move appropriate fire extinguishing equipment to the area
5. In the event of a spill
 - a. Contain the spill, if possible, to prevent further contamination
6. Move people/personnel away or evacuate from contamination area

Bomb Threat/ Threat Of violence

The principal notifies all staff that students and staff must evacuate to the primary or secondary evacuation site until further notice. The principal contacts the police and fire departments. All staff and students remain at the evacuation site until further notice from the principal.

1. All staff members and students exit the building and gather at the designated evacuation site
2. Classroom teachers close classroom doors behind them as they leave.
3. Teachers should accompany their students out of the building in an orderly and quiet fashion.
4. Teachers have their students line up at primary evacuation site and continue to monitor students.
5. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
6. Christine Harvey carries out a cell phone and calls 911 in a real emergency
7. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
8. All students and staff remain silent and patient
9. Theresa Fisher takes roll.
10. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence)

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Bus Disaster

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Disorderly Conduct

When possible and necessary the principal shall detain the student or adult in his office until the proper authorities can be reached or until the situation deescalates and discussion about the incident takes place. In a student situation, the principal and school staff will follow the progressive discipline policy. In the case of an adult, he/she will be escorted off campus.

Earthquake

The principal or office staff will announce "Duck, Cover, Hold" over the intercom.

All staff and students will duck to knees underneath tables or desks away from windows, with both hands holding a desk or table leg. Staff and students who are outside will go to the evacuation site.

Staff and students will wait for the "All clear" announcement prior to returning to scheduled work, classes, or meetings.

Explosion or Risk Of Explosion

1. Alarm triggered
2. All staff members and students exit the building and gather at the designated evacuation site
3. Classroom teachers close classroom doors behind them as they leave.
4. Teachers should accompany their students out of the building in an orderly and quiet fashion.
5. Teachers have their students line up at primary evacuation site and continue to monitor students.
6. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
7. Christine Harvey carries out a cell phone and calls 911 in a real emergency
8. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
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10. Theresa Fisher takes roll.
11. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence)

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Fire in Surrounding Area

1. All staff members and students exit the building and gather at the designated evacuation site
2. Classroom teachers close classroom doors behind them as they leave.
3. Teachers should accompany their students out of the building in an orderly and quiet fashion.
4. Teachers have their students line up at primary evacuation site and continue to monitor students.
5. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
6. Christine Harvey carries out a cell phone and calls 911 in a real emergency
7. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
8. All students and staff remain silent and patient
9. Theresa Fisher takes roll.
10. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence)

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Fire on School Grounds

1. Alarm triggered
2. All staff members and students exit the building and gather at the designated evacuation site
3. Classroom teachers close classroom doors behind them as they leave.
4. Teachers should accompany their students out of the building in an orderly and quiet fashion.
5. Teachers have their students line up at primary evacuation site and continue to monitor students.

6. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
7. Christine Harvey carries out a cell phone and calls 911 in a real emergency
8. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
9. All students and staff remain silent and patient
10. Theresa Fisher takes roll.
11. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence)

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Flooding

NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of Oroville and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, storm surges, and earthquakes. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. CORE FUNCTIONS

The City of Oroville Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the Emergency Operations Plan (EOP) and implement the Incident Command System.

The school alarm (evacuation alarm) acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. An announcement will be made prior to the alarm describing the emergency. If there is a loss of power, the principal and/or Incident Command Team will walk to each classroom to notify all staff of the emergency.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

B. Activating the EOP

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, identify the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and/or cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.

- Take appropriate action to safeguard school property.

- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

IV. Hearthstone Procedures

A. Be prepared:

- Sign up for local Emergency Notifications at <https://buttecounty.onthealert.com/>

o LIVE EMERGENCY INFORMATION: (530) 538-7826

- Print list of all students phone numbers who are on your caseload and in your classes

- Know your role if a flood evacuation takes place

- Evacuation site for flooding due to extreme rainfall

o Church of the Nazarene, 2238 Monte Vista Avenue, Oroville

- Evacuation site for flooding due to Spillway or Auxiliary Spillway failure

Butte County Community School, 601 Wall St, Chico

B. Jobs and Responsibilities:

- Incident Commander

o Nick Catomerisios, Hearthstone Principal

- Incident Management Team:

o Christine Harvey, Senior Administrative Assistant

o Theresa Fisher, Administrative Assistant

o Sheila Mathrole, Coordinator of Instruction

o Brenda Ramos, School Counselor

C. Evacuation Procedures:

1. Evacuation for flooding due to extreme rainfall:

- Evacuation Site: Church of the Nazarene, 2238 Monte Vista Avenue, Oroville

- Procedure if time permits:

o Staff members will call parents to pick up students at a designated safe area near school.

o Students who are not picked up before a safe amount of time allowed to evacuate will be transported by designated staff members to the evacuation site.

o Follow Emergency Operations Plan including parent-student reunification.

- Procedure if immediate evacuation:

o Designated staff members will transport all students to the evacuation site.

o Follow Emergency Operations Plan including parent-student reunification.

2. Evacuation for flooding due to Spillway or Auxiliary Spillway failure:

- Evacuation Site: Butte County Community School, 601 Wall St, Chico

o Designated staff members will transport all students to the evacuation site.

o Follow Emergency Operations Plan including parent-student reunification.

Loss or Failure Of Utilities

With a short-term power outage, classes and meetings can continue as usual unless the weather does not permit individuals being in the building comfortably. When the power outage is long-term, and weather does not permit individuals to be in the building comfortably, the principal will close campus until it is safe to return to classes and meetings.

When a loss of water is unable to be quickly restored, students and staff shall be sent home for the day. If the issue continues, school will resume once the water is in service.

Motor Vehicle Crash

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Pandemic

Psychological Trauma

The principal will identify the level of the emergency and those directly involved and will make contacts to BCOE specialists and the local authorities as needed.

Suspected Contamination of Food or Water

The principal will contact M&O and will end the school day as needed. Parents will be contacted to pick up their students.

Tactical Responses to Criminal Incidents

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice/or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
 4. If the location of the threat is known quickly move students/staff away from the threat and find cover.
 5. Staff will lock classroom and office door
 6. If possible, take the following steps:
 - a. Direct as many students/staff into nearest safe supervised room.
 - b. The Principal/Administrator/Manager and Emergency Response Team supervise the area outside a room/offices until students/staff are in room/offices.
 - c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.
 - d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.
 - j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
7. All School Personnel/staff not responsible for classes offices are to take cover in the immediate area where they are working.
8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.

9. The Principal/Administrator/Manager will give the “all clear” signal which indicates conditions are safe for returning to classrooms/offices.

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Unlawful Demonstration or Walkout

The principal will stay on campus to supervise students and will talk with students, if manageable, to be sure that each student understands that they will be marked absent and whether or not their parents know they are leaving campus and will be unsupervised. The Teacher in Charge and a paraprofessional will stay with the students to ensure their safety.

Emergency Evacuation Map

Corrective Actions and Strategic Planning

Annual Charter Oversight reports have been used to identify areas of growth. The corrective actions and strategic planning below provide affirmation of the actions that will be taken throughout the next Charter Petition.

Corrective Actions

Corrective Action 1: Hearthstone will maintain Health and Safety, Discipline, Admission Preferences and Parent Notification procedures at the site level.
<p>Hearthstone School follows the health and safety, discipline, admission preferences and parent notification procedures as previously developed and/or adopted by BCOE in the operation of its various educational programs and schools. Hearthstone will continue to collaborate with BCOE in the development and revisions to such plans to ensure successful implementation at the site level. Hearthstone will at a minimum, develop site level policies and procedures to comply with all state and federal laws.</p> <p>The Principal guides collaborative teams to support the needs of students in a manner that is consistent with the school’s mission and is responsible for the operation of the facilities such as to ensure the health and safety of the school’s faculty, staff and students and in accordance with law, rules of the Board of Education, and by administrative regulations.</p>
Corrective Action 2: Hearthstone will timely submit all required Charter documentation.
<p>The Principal and Administrative Assistants will review required documentation submissions monthly for the Charter, School Site Council, and other documented meeting agendas and sign sheets needed for Federal and State mandates.</p>
Corrective Action 3: Hearthstone will document progress toward the Charter Priorities and Measurable Student Outcomes, including analysis of local and significant student group data.
<p>There is now the alignment of the Charter Priorities, Measurable Student Outcomes and Local Control Accountability Plan that provides focus and accountability.</p> <p>Local and student group data is gathered and analyzed to determine necessary supports to remove barriers, provide intervention and increase overall student achievement. Stakeholder analysis is documented in the annual Site Plan Self Evaluation and reported in the Local Control Accountability Plan, Site Plan Self Evaluation, and Charter Renewal Performance Report.</p>

Strategic Planning

Strategy 1:

Hearthstone will continue to build capacity and sustainability of initiatives through consistent messaging, including the development of processes and procedures that allow for more collaboration and team support to address student needs.

Rather than putting multiple initiatives in place each year, Hearthstone has placed focus on fewer initiatives at a time for improved effectiveness and efficiency. This minimization has improved teacher effectiveness with the implementation of a new initiative and helps to maintain the initiative over time. The focus is evident in the Charter Petition, Local Control Accountability Plan and BCOE Strategic Plan.

Whole staff messaging has improved through the implementation of the Leadership Team as well as PLC teams. Leadership Team members are responsible for presenting school-wide information to their PLC teams each month for further discussion and decision-making.

Through the use of the school communication system, Catapult, Hearthstone's communication has greatly improved. The use of Catapult has helped with sending messages to families and staff on school-wide events, assessments, emergency notifications, etc.

With the collaboration of the LEA administrators, Hearthstone has implemented the Student-Centered Coaching model with the training and use of Hearthstone teachers. A teacher was trained in the coaching model and processes were developed for continuous monitoring of the initiative. Through the use of data collection and collaborative tools, as well as pre and post-survey tools, progress is monitored and effectiveness measured.

Strategy 2:

Hearthstone will use the facility as an environmental lab.

Hearthstone has a thriving garden that is used for science integration in grades TK-8. Hearthstone has a plan for using the garden for TK-12 through the DROPS grant and environmental literacy. The science department partners with the Garden Coordinator to incorporate the garden and surrounding areas as an environmental lab to integrate science into other curricular areas. The garden plays a large part in the integrated science curriculum across grade levels.

Strategy 3:

Hearthstone will increase intervention participation.

TK-5 teachers use iReady as a means to assign targeted intervention lessons to all students, in reading and math, based on baseline and continued assessment data. iReady lessons in reading and math are monitored regularly for progress monitoring and re-alignment with student needs.

Students in grades 6-8 are assigned to a grade level intervention support class weekly, built into their class schedule. Middle and High School students are assigned an Individualized Learning Path (ILP) course based on baseline assessment data. The students' ILP course works alongside the grade level math course and is assigned to all students assessing at or below grade level in math.

Additional support classes are offered to struggling students, grades 9-12, based on need and work completion. Weekly math tutoring is also available and assigned based on student needs, grades TK-12.

Strategy 4:

Hearthstone will increase engaging learning opportunities for all students.

Hearthstone holds events throughout the school year to engage students and families in learning opportunities and celebrations. The traditional Back-to-School Night has become a family engagement night for students to bring their families to participate in various learning activities at all grade levels.

Middle and High School students participate in integrated projects throughout the year in which they share the final product with their teachers and peers. Guest speakers are invited to various grade-level classes with follow-up integrated into the presenter's content for ongoing learning and reflection. Guest speakers include community partners such as: environmental scientists, forest service employees, college professors, artists in the movie and media industry, and more. Learning opportunities continue through further class discussions, reflections, and student writing.

Throughout the time of distance learning, teachers participate in various professional development opportunities to improve upon remote learning techniques that engage students at all grade levels. TK-12 teachers are adding the use of online/remote programs and tools to their daily instruction through PD opportunities. Ongoing PD helps teachers to reach and engage students during remote and in-person learning.

Strategy 5:

Hearthstone will develop a common definition for personalized learning and determining how it will be effectively measured.

Hearthstone is a personalized learning program where all students receive a customized Student Learning Plan. To effectively measure and improve, Hearthstone stakeholders will collaborate to develop a personalized learning tool. Aspects of the tool may include the Big Picture Learning 10 Distinguishers to define and measure personalized learning for all students.

Strategy 6:

Hearthstone will improve results in staff and middle-high school climate surveys.

Climate data is collected annually and analyzed with stakeholders. School-wide systems such as PBIS, Leadership Team, and PLCs are used to improve results through cycles of continuous improvement. Hearthstone is working closely with the new BCOE Director of Emergency Preparedness School Safety & Security to address areas of concern and improvement.



HEARTHSTONE 2018-2021 Parent and Family Engagement Plan

Family Engagement Team		
<i>The school site family engagement team should include a variety of stakeholders, including certificated and classified staff. Please insert team member's names below. You are not required to fill each category and you may have more than one name in a category.</i>		
Site Administrator: Nick Catomerisios	Teacher and/or counselor: Counselor-Brenda Ramos Teacher-Sarah Stewart Coordinator-Sheila Mathrole	
Parent Liaison: Shannon McInturf	Community Partner(s): Kelly Wyman, Parent Boys and Girls Club, potential Feather River Parks and Rec., potential	
Current Level of Family/School Partnership		
<i>Describe how welcomed families feel at your school. Include evidence to support your statements. Are there any differences between families of different grade levels or different groups? If you need to gather evidence, describe how and by when you will complete this task.</i>		
Response: Hearthstone school is progressing and excelling related to families feeling welcome.	Based on the Family and Community Metric Item: <i>Welcoming all Families into the School</i> Community Hearthstone staff rated ourselves a 2.32 out of 4 on family and community engagement metric. Additional evidence includes: LCAP Survey questions: <i>My input is actively sought after regarding decisions regarding education. 87% of respondents scored agree to strongly agree.</i>	Timeline for Actions, If No Evidence: By March, 2020 review data by grade level and years within the program from LCAP survey question to determine any differences between families and determine necessity for action plan. Completed task.
<i>Describe the extent to which families at your school understand effective ways to support their child's learning. Include evidence to support your statements. If you need to gather evidence, describe how and by when you will complete this task.</i>		

<p>Response: Families participate in orientation, grade level meetings and individual student meetings with a focus on their student's progress on their learning plan and tips for student success.</p>	<p>Evidence: Based on the Family and Community Rubric item <i>Supporting Student Success</i> our school rated itself a 2.68.</p> <p>Evidence should be gathered on family and student perception of how well they understand effective ways to support their student or own learning.</p>	<p>Timeline for Actions, If No Evidence: By October 2019, teachers review parent responsibilities noted on Parent Compact and collect staff feedback on areas that need improvement.</p> <p>Completed task.</p>
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Existing Family Engagement Activities

Describe existing family engagement activities at your site and reflect on the extent to which the activities: (a) contribute to building trusting relationships; (b) connect to student learning; (c) support parent education. Include any suggestions to improve on trusting relationships, connections to student learning or parent education.

Back to School Night is an opportunity to bring families and school staff together within a positive way. Families are able to build connections and relationships with the entire school community through activities and sharing food. Typically, Back to School Night includes engaging STEM activities, information about the school year and activities connected to the school-wide positive behavior system (PBIS).

Orientation occurs for each grade level and family. This is an opportunity to talk about the nuts and bolts of the Hearthstone programs, what the school year will look like, and the family/home component of the program. Orientation is highly focused on student learning and describing the family/parent connection. Often teachers review essential skill sets important for student success.

The School Expo is an opportunity to engage the whole school community with activities which demonstrate student learning. There are engaging activities for families to participate in, lead by teachers and students across grade levels. Examples of past events include: talent showcase, student presentations, activities connected to the garden program, sports activities, and engaging science activities.

The Gratitude Gathering is a school community building opportunity in which families, students, and staff gather together to share food and express gratitude for things in their lives. There is a crock pot cook off and a student talent show.

The Harvest Carnival is an opportunity at the beginning of the school year for student clubs to showcase their area of focus. Some of the clubs that showcase include: Bold Girls, Spanish Club; Student Leadership. This is also a fun night with various activities for families.

Grade Level Meetings k-8 are highly focused on student learning. The learning plans are described and students are submitting completed work. This meetings occur every twenty school days. These meetings span from being highly supportive for the younger students and families to more focused on paperwork and school tips in middle school. Recently, adjustments were made to a shortened time period in the morning so families and students can meet on their day of attendance. This will be monitored and revisited to ensure this approach is successful.



HEARTHSTONE 2018-2021 Parent and Family Engagement Plan

Individual meetings with families are specifically focused on student learning plans. This is a support available to all families dedicated to address any parent concerns.

Community Events and field trips (Salmon Festival, Feather Fiesta Day, All School Skate, etc.) provide an opportunity for families, students, and staff to gather and participate in events that build a positive school climate and connectedness to school. These events create opportunities for families and students to socialize which is important given the student population and structure of the hybrid and independent study programs.

School Site Council is an opportunity for parents, community members, students and staff to review all school data and develop action plans based on school needs.

Family Resource Center/Welcoming Presence. A goal of our program is to create opportunities on campus for families and students to work together and access resources relevant to family needs.

Parenting Partners is an eight week parent workshop designed to support parents with developing skills to support their students learning.

Action items:

- By December 2019, develop a plan for providing ongoing communication (for example, add information connecting an event to learning on all fliers) related to: **Completed task.**
 - PBIS and connection to the home environment
 - essential skills related to student success, especially independent study skills
 - LCAP and LCAP survey results
 - school programs and opportunities
 - social emotional learning
 - physical education
- By September 2019, continue development of a parent volunteer program to solicit participation in school activities, including opportunities to support in the classroom and share skill sets they may have. Re-evaluate in September 2020. **Completed and ongoing solicitation.**
- By May 2020, establish a showcase of Big Picture Learning and Project Based Learning at the School Expo with clear expectations for students and educators. **Postponed due to COVID school closures.**
- By May 2021, solicit, review, and create action plan for:

- from family, student and staff feedback on impact of grade level meetings regarding student success and areas of improvement. Ideas include gathering feedback via exit ticket or some way and using student data to see if there is a change (May 2020). **Modified and completed.**
 - create or find measurement tool effective for individual high school meetings to measure the effectiveness of these meetings through stakeholder feedback (May 2021). **Postponed due to COVID school closures.**
 - needs assessment related to the family resource center (May 2021). **Completed...electronic**
- By November 2019, conduct the second session of parenting partners across the entire K-12 population. **Completed.**

Strengthening Trusting Relationship

*Based on responses above, describe the knowledge and skill the team would like educators to develop related to **strengthening trusting relationships**. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the time frame for implementation in this 3-year plan?*

Response: All staff will learn about the assets and challenges among families in the school community through individual family meetings.	Activities: Professional development identified challenges within the families within our community (for examples: trauma-informed practices, SEL, etc.)	Timeline for Actions, including Resources/Training: Ongoing 2019-2021 with support from LEA related to professional development. Completed and ongoing
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Strengthening Connections to Student Learning

*Based on responses above, describe the knowledge and skills the team would like educators to have related to **strengthening connections of family engagement activities to student learning**. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the time frame for implementation in this 3-year plan?*

Response: Educators will be able to create a connection between student learning to every event that is held, including social-emotional learning.	Activities: Any requests and fliers sent home for activities, assemblies, field trips, events should indicate a connection to student learning.	Timeline for Actions, including Resources/ Training: Ongoing from 2019-2021. Re-evaluate effectiveness by May, 2020. Completed... ongoing
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Strengthening Connections to Parent Education

*Based on responses above, describe the knowledge and skills the team would like educators to have related to **supporting their child's development, health and wellbeing**. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the timeframe for implementation in this 3-year plan?*



HEARTHSTONE 2018-2021 Parent and Family Engagement Plan

<p>Response: All family members will understand skills necessary for student success at each grade level, including health and emotional well-being.</p>	<p>Activities: Educators will be able to develop clear benchmarks for families regarding what students will be able to do at each grade level. This information will be available online and reviewed at orientation and grade level meetings.</p>	<p>Timeline for Actions, including Resources/ Training: By September, 2020 benchmarks will be developed and shared online, at orientation, and at grade level meetings. Completed first phase... online in general terms. Needs to be customized.</p>
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Communication Plan

Describe the family engagement team's communication plan for increasing two-way communication to include an awareness of family engagement and soliciting feedback and input on family engagement plans and activities from stakeholders. What is the timeline for implementation of these items/steps?

<p>This is an area where we can grow the most. It has been hard to adapt to all the different ways that families want information and to develop two-way communication. We have selected two areas to focus on:</p> <ul style="list-style-type: none"> ● Improve the usability of the website ● Use current events as an avenue sharing information and soliciting feedback in a more formalized way 	<p>Timeline of Actions for Implementation:</p> <ul style="list-style-type: none"> ● By May 2020, develop and post parent section on the website ● By May 2020, update all communication to families to include a way for families to contact the applicable person. <p>Completed and working through new challenges with the new website.</p>
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Annual Evaluation of Implementation and Effectiveness

- 2019-2020:**
- Provided frequent communication with opportunity for two way communication
 - Aligned school events to be engaging and learning opportunities for families
 - Using data to drive decision making including stakeholder feedback to adjust the parent compact
 - Provided professional development for staff and parents throughout the past year to support trusting relationships and help parents better understand connections between education and enrichment activities
 - Developed Google Site to provide students and parents accessible resources
 - Hearthstone is also working on providing parents with resources and information to support benchmark development and this will continue to be improved and revised
 - Family Engagement rubric postponed to 2020-21 due to COVID-19 school closure.
 - Provided a resource-gathering community event opportunity for families and staff directly impacted by the Camp Fire
 - Provided additional PD for staff focused on Trauma Informed Practices
 -

2020-2021:

- Grade Level Meetings and High School Student-Teacher meetings have been modified this year to adjust for COVID safety. This action item will be carried over into the 2021-2024 Family Engagement Plan
- Family Resource Center is a Google Site on our Hearthstone School website. It is updated monthly with current parent and student resources.
- In 2020 staff received professional development on best social-emotional learning practices to establish positive relationships through the limitations of remote learning.
- All physical events have been moved to a virtual platform. These events include guest speakers, college informational sessions, and careers exploration presentations.
- Closer relationships with parents and students since the distant learning has begun. It has increased the amount of one on one communication between staff and families instead of more so the child. We are unable to physically see the students, most times, so the demand to communicate is higher and necessary to continue our relationships.
- In spring 2020 a Student Engagement Summary document was created and shared with all staff to document communication with families and teachers. Through this document, all staff are able to identify family needs with regard to specified services, positive communications, PBIS implementation, impact from fall 2020 fires, and attendance. The Engagement document is used to document counseling services (in-house and outside referrals) and survey results related to school re-opening and COVID-19 procedures. Able to track the amount of students that have created an Aeries Student Portal account.
- The Student Engagement Summary has been expanded to use for supporting D2 district-wide assessments to provide communication supported by clerical and paraprofessional staff with families and students.

Note: If your team meets established goals in less than three years, create a new plan/ goals for continuous improvement.

Hearthstone Recruitment and Outreach Plan

Hearthstone School is committed to providing personalized learning education and is open to all TK-12 students in Butte and adjacent counties.

Hearthstone School is committed to growing its enrollment until it becomes full at a maximum of 250 students. Moreover, it is committed to creating a student body that fully reflects the full range of diversity found in the broader school-aged community in Oroville and neighboring communities. Hearthstone believes that creating a diverse community of learners is critical to a basic 21st Century education.

To this end, Hearthstone actively seeks students from all areas within Oroville, with an emphasis on reaching students who have not experienced academic or social success in the traditional school setting. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide our approach and ensure that all students have equal access to learning. Hearthstone conducts active, ongoing outreach to attract students in traditionally underserved groups.

Outreach and recruitment must be primarily based on school families who are happy both with their children's education and with their own relationship with the overall school community. Our most effective recruitment efforts are the stories our parents tell other parents about their family's school experience at Hearthstone.

Hearthstone works to establish relationships with pre-schools and daycare centers in our community, especially those that serve lower-income populations and provide them with promotional materials and presentations.

Outreach will include the following media:

Online media:

- Hearthstone will continue to update and maintain a website with important messaging.
- Hearthstone has a Facebook page to maintain a social media presence and use Facebook boosting and targeting capabilities to reach our target audiences, including multigenerational households and surrounding rural communities.

Print-based media:

- Hearthstone creates a digital billboard advertisement that runs spring-summer.
- Hearthstone creates informational articles in local publications that show caseload personalized learning and inclusive practices.
- Hearthstone creates flyers with targeted placements to encourage enrollment and offer information about upcoming events.
- Hearthstone has created and distributes brochures to educate families about Hearthstone offerings.

Hearthstone will identify and attend relevant local meetings and events to present and distribute materials. Hearthstone will hold information meetings for new parents throughout the year.

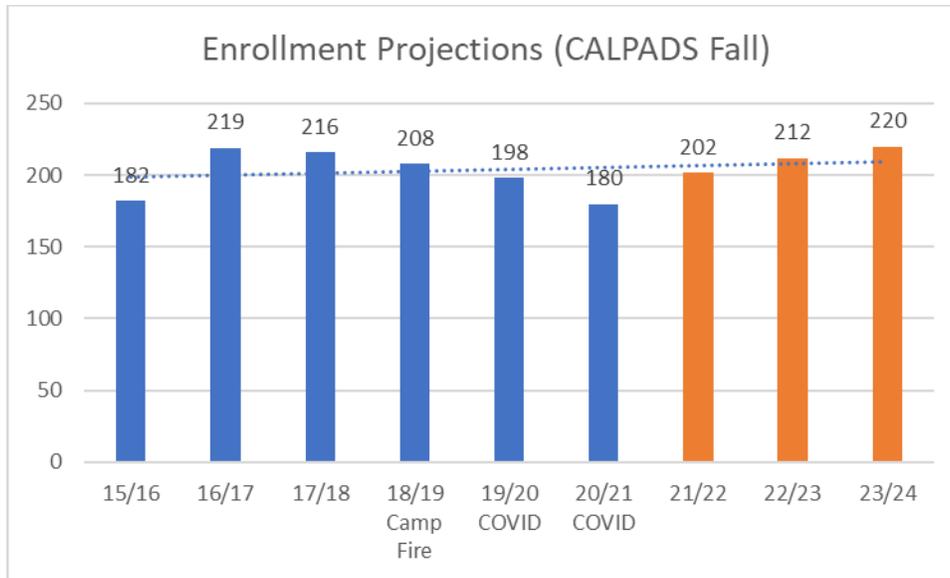
Enrollment Projections

Hearthstone is a locally funded charter, and as such, does not have the same level of fiscal responsibility as a direct-funded charter. Hearthstone’s primary fiscal responsibility is to increase enrollment and attendance rates to create financial stability for the program. As stated in the 2017 Charter Petition revision, Hearthstone acknowledges that a stable student population and community awareness of the educational services offered are a key component to the successful implementation of a charter school. Hearthstone adjusts the targeted student enrollment and additional resources needed on an annual basis.

Targeted Enrollment			
Hearthstone School’s maximum enrollment is 250 students due to the capacity of existing facilities and level of existing school-based services to support the academic performance and social-emotional well-being of its students. As the school acquires additional resources to increase levels of support for high-quality instructional services for its students, adjusting targeted student enrollment will be considered.			
2020-21	2021-22	2022-23	2023-24
Grade TK: 1	Grade TK: 6	Grade TK: 6	Grade TK: 6
Grade K: 9	Grade K: 5	Grade K: 6	Grade K: 8
Grade 1: 8	Grade 1: 10	Grade 1: 8	Grade 1: 8
Grade 2: 8	Grade 2: 8	Grade 2: 10	Grade 2: 8
Grade 3: 14	Grade 3: 8	Grade 3: 8	Grade 3: 8
Grade 4: 5	Grade 4: 13	Grade 4: 8	Grade 4: 8
Grade 5: 9	Grade 5: 6	Grade 5: 11	Grade 5: 8
Grade 6: 11	Grade 6: 16	Grade 6: 16	Grade 6: 18
Grade 7: 11	Grade 7: 16	Grade 7: 17	Grade 7: 18
Grade 8: 20	Grade 8: 18	Grade 8: 18	Grade 8: 18
Grade 9: 23	Grade 9: 24	Grade 9: 26	Grade 9: 28
Grade 10: 20	Grade 10: 24	Grade 10: 26	Grade 10: 28
Grade 11: 19	Grade 11: 24	Grade 11: 26	Grade 11: 28
Grade 12: 23	Grade 12: 24	Grade 12: 26	Grade 12: 28
Total: 181	Total: 202	Total: 212	Total: 220
Teachers: 12	Teachers: 12	Teachers: 12	Teachers: 12

Enrollment dropped in 2018-2020 due to Camp Fire, COVID, and State limitations. Hearthstone has improved its student recruitment by developing a waitlist of 68 students as of January 2021 and over 525 interest forms over the last 18 months. Hearthstone has maintained a waitlist for its program since Fall 2019.

To accommodate the growing interest, Hearthstone has expanded its facility to include three additional portables since the last charter renewal, including the most recent in 2019-2020. The extra space will allow Hearthstone to increase enrollment and its offerings of in-person classes.



Hearthstone enrollment projections are based on the current waitlist, recent pre-Fire and COVID enrollment, and new facility capacity. From 2015-16 to 2016-17, Hearthstone grew enrollment by 20%. Given the established waitlist, Hearthstone plans to increase enrollment incrementally, starting with resembling enrollment numbers in 2019-20.

Fiscally, given the current estimates, Hearthstone expects to run a reserve over the next three fiscal years. In addition to securing fiscal stability, Hearthstone will continue to apply for annual State grants to bring in additional revenue to repurpose and expand staff. Recently, Hearthstone secured over \$400,000 in Career Technical Education Incentive Grant (CTEIG) funding. Hearthstone will annually apply for CTEIG and other one-time funds such as MTSS grant funding.

Hearthstone Enrollment and Disenrollment Policy

Enrollment Process:

1. Complete online interest form.

A Hearthstone employee will contact you for the following:

2. Attend an optional information meeting and school tour.
3. Complete online registration and turn in listed required and suggested paperwork.
4. Attend registration meeting with school employee.
5. Welcome to Hearthstone and reach out to any school employee for assistance. We are here to ensure your child's academic success.

Disenrollment:

The Disenrollment policy covers EC 47605(J), 51746(b), 51749.5(7), 55749.5 (a)(7)(C), 47605(d)(4) and (b)(5)(J)(iii)

Overview: California Education Code Section 55749.5 (a)(7)(C) requires the monitoring and notification if satisfactory educational progress is not being made to conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether he or she should be referred to an alternative program, which may include, but is not limited to, a regular school program.

Reasons for Disenrollment:

- 1) Transfer/Withdraw: Hearthstone is a school of choice. Students may choose to transfer to another educational setting at any time.
- 2) No Show/No Contact: The school shall disenroll any student who has failed to attend scheduled meetings or classes with no communication, upon enrollment. In the case of a no show/no contact situation, the following will occur:
 - a) The supervising teacher will attempt to contact the student's parent/guardian within the first three (3) days of the beginning of enrollment, and document attempted phone contacts in Aeries.
 - b) The supervising teacher will attempt to contact the student's parent/guardian via phone calls to those listed on emergency contacts if on the fourth (4th) day, the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.
 - c) The supervising teacher will send a "Failure to Enroll" letter to the last known address on the fourth (4th) day, if the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.

Disenrollment Based on Inadequate Academic Progress:

- 1) The school shall continually verify adequate academic progress by students in our independent study program. At Hearthstone, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed bi-monthly meetings or appointments, and/or lack of proper communication.
- 2) The signed Master Agreement requires the meeting of a minimum assignment goal or a process to determine if this program is in the student's best interest.
- 3) If a student is truant the following will occur:
 - a) First Occurrence:
 - i) The Supervising Teacher is to submit a Truancy Report. This first step requires the Supervising Teacher, parent and student to meet and discuss a plan for improvement. All parties are required to sign Truancy Letter #1 and plan for improvement. A Student Success Team (SST) may be held in the place of this meeting.
 - ii) The Supervising Teacher should increase the frequency of the meeting schedule to every week.
 - iii) The Truancy Report is then sent to the School Principal/designee. The school Principal/designee is to review this form and previous student records.
 - iv) The School Principal/designee shall determine if:

- (1) The body of work assigned is appropriate and reasonable.
 - (2) The plan for improvement is appropriate for the particular student.
- b) Second Occurrence:
- i) Supervising Teacher is to complete a Truancy Report and forward immediately to the School Principal/designee.
 - ii) School Principal/designee should again review assignments and prior plan for improvement and contact the Supervising Teacher and any other pertinent staff to determine if there are circumstances that need consideration.
 - iii) School Principal/designee sends Truancy Letter #2 to the parent/guardian.
 - iv) School Principal/designee, Supervising Teacher, parent, and student will hold a Student Success Team to determine what further steps should be taken to help the student successfully complete their assignments. Supervising Teacher continues weekly meeting. Other support options include increased academic support, academic and social emotional counseling, and local contracted referrals for short and long term services related to the student identified needs.
- c) Third Occurrence:
- i) Supervising Teacher is to complete a Truancy Report and return it to the School Principal/designee.
 - ii) The School Principal/designee sends Truancy Letter #3 to the parent/guardian. This letter includes a notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)
 - iii) The student will be withdrawn from the school and the district of residence will be notified unless the parent/guardian requests an appeal within five (5) working days of the date of Truancy Letter #3.
 - iv) A special meeting with School Principal/designee, Supervising Teacher, parent and student may be necessary when a parent requests an appeal.
 - v) If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn.

Students Inadequate Progress Policy for Student with an IEP:

- 1) Truancy Letters are issued to all students in order to alert the student and the parent of the following:
 - a) The student has excessive missed assignments, missed meetings or appointments, and/or lack of proper communication to be in our program which follows Independent Study regulations.
 - b) The Personalized Learning setting may not be appropriate.
 - c) The Personalized Learning System of education may be contrary to the best interest of the student.
- 2) Students who have qualified for Special Education services often meet with other certificated professionals in addition to their Supervising Teacher. All certificated personnel who work with a student must alert the Supervising Teacher when assignments are not completed so that the teacher can issue the Truancy Letter to the student.
 - a) Supervising Teacher must issue a Truancy Letter for a student with an IEP according to the procedures for all students.
 - b) All certificated personnel who work with a student with an IEP must report truancy violations so that the Supervising Teacher can issue a Truancy Letter according to the procedures for all students.
 - c) After Truancy Letter #2, the School Principal/designee must be contacted and an IEP scheduled.
- 3) A Manifestation of Determination IEP will occur before notification of enrollment termination.

2019/2020 State Assessment Matrix
FINAL STATE ASSESSMENT MATRIX 2020-2021

SBAC and CAA		<u>ADMIN 01</u>	<u>ADMIN 02</u>	<u>ADMIN 04</u>	Notes			
Minimum 25 Calendar Days	CBBC & Hearthstone	TMS & ALL SpEd	BCCS					
First day onsite testing	4/12/2021	4/19/2021	3/22/2021	* ELA & Math Grades 3-8 & 11				
Last day onsite testing	5/14/2021	5/21/2021	5/14/2021					
CAST Science		<u>ADMIN 01</u>	<u>ADMIN 02</u>	<u>ADMIN 04</u>	Notes			
Minimum 25 Calendar Days	CBBC & Hearthstone	TMS & ALL SpEd	BCCS					
First day onsite testing	4/12/2021	4/19/2021	3/22/2021	* All 12th grade students are automatically assigned the CAST assessment. Sites are responsible for activating this assessment in TOMS for 10th/11th grade students finished with science requirements. These students will not be retested as 12th graders.				
Last day onsite testing	5/14/2021	5/21/2021	5/14/2021	10&11th grade selected by the site. Grade Levels 5, 8 and 12				
CAA for Science		<u>ADMIN 01</u>	<u>ADMIN 02</u>	<u>ADMIN 04</u>	Notes			
Minimum 25 Calendar Days	CBBC & Hearthstone	TMS & ALL SpEd	BCCS					
First day of onsite testing	9/8/2020	9/8/2020	9/8/2020	* Available anytime between these dates. * Grade Levels 5, 8 and 12				
Last day of onsite testing	Last Day of School	Last Day of School	Last Day of School					
Initial ELPAC Fall 2020	8/20/2020 through last day of school			*Must assess all EL's, and IA's with results, in the summative assessment window.				
Summative ELPAC Spring 2021	2/1/21-5/28/21			*Initial must be done within 30 days of enrollment				
Alternate Summative ELPAC	1/12/2021 - 2/16/2021							
PE Testing		Begins	Ends	Notes				
SUSPENDED FOR 2021	February 1, 2021	May 28, 2021		* Student data sheets due 5/28/21 * Grade Levels 5,7,9				
CHSPE	Registration Opens	Deadline	Tentative Test Date	Late Reg	Emerg Reg	Unofficial Results Posted	Official Results Mailed	Fees (Reg./ Late/ Emergency)
Oct. 19, 2020 Administration			10/17/2020					\$162 Reg / \$187 Late / \$212 Emergency
Mar. 21, 2021 Administration			3/20/2021					\$162 Reg / \$187 Late / \$212 Emergency
Jun. 20, 2021 Administration			6/19/2021					\$162 Reg / \$187 Late / \$212 Emergency
Tentative Test Dates, Final dates will be released late January 2021								

2020-2021 SPES Assessment Schedule

Write Score: All auto enrolled students will be automatically uploaded to Write Score by July 30th. New enrollments after July 30th need to be entered manually at the site before students can test. Students must be assigned to grade levels purchased. See next page for assignment details.

Gr/Span	i-Ready Assessment 1 Day 1 - 9/4/2020	Write Score Assessment 1 10 Day Window 8/17/20- 8/28/20	i-Ready Assessment 2 plus PBIS/CHKS Surveys 11/30/20-1/8/21	Write Score Assessment 2 10 Day Window 11/30/20-12/11/20	i-Ready Assessment 3 After April 1, 2021 NOTE: See State Assessment Schedule for CAASPP Window				
TK/K	TK/K Assessment 1	TK/K Assessment 1	TK/K Assessment 2	TK/K Assessment 2	TK/K Assessment 3/ i-Ready				
1 st	i-Ready	Information	i-Ready	All Sites- Information	i-Ready				
2 nd			HS and BCCS Information; TMS Argument		i-Ready PBIS- Grades 3 up CHKS- HS & BCCS Only Grades 7,9,11	HS and BCCS Information; TMS Argument	CAASPP		
3 rd									
4 th									
5 th									
6 th									
7 th		Argumentative	Argumentative	Argumentative	i-Ready				
8 th					CAASPP				
9 th					i-Ready				
10 th		SpEd SH Prgm Only Fall Assessment 1	SpEd SH Prgm Only Spring Assessment 2	SpEd SH Prgm Only Spring Assessment 2	SpEd SH Prgm Only Spring Assessment 2	All Students Spring Assessment 3			
11 th						SANDI Day 1- 10/9/20	SANDI 1/4/21- 4/30/21	SANDI 1/4/21- 4/30/21	CAASPP CAA
12 th									

See exemption criteria and Write Score Grade Level breakdown on reverse side.

Local Assessment Exemption Criteria

Exemption Type:	Students must meet at least one criteria for i-Ready or Write Score exemption:	Applies to:
Current Year	Score within current grade level for assessment	9-12
Permanent	Score of 11-12 grade level for i-Ready	
Permanent	11 th grade score of standard met or exceeded on SBAC	
Permanent	Student passed Butte College transfer level course e.g. Read 2 and Engl 2, MATH 4, MATH 18	
Current Year	Letter grade of B or higher in grade level equivalent ELA and/or math course	
Current Year or Permanent	Approval by the LEA with data based justification from principal (including Integrated Math 3 course completion with a C or better)	11-12

*Exemptions only apply to the subject area in which the student showed proficiency.

Write Score Grade Level Assignments

The LEA has purchased assessments for grades 1, 2,4,7 and 10. Readability of the content is similar within grade level spans. In order to ensure students are scored against the correct grade span rubric, please assign grade levels as follows:

Grade 1 Assessment: Assign to **grade 1** (This is a pencil paper assessment that will be delivered to the school and must be returned to company for scoring.)

Grade 2 Assessment: Assign to **grade 2**

Grade 4 Assessment: Assign to **grades 3-5**

Grade 7 Assessment: Assign to **grades 6-8**

Grade 10 Assessment: Assign to **grades 9-12**

i-Ready Growth Monitoring Dates (short 15 min check to measure progress between assessments). These data reports will project where a student will end the year if they continue on the same academic path.

Reading (On) [Add new](#)

Schedule (4) 		
9/21/2020	Edit	Delete
10/8/2020	Edit	Delete
2/11/2021	Edit	Delete
3/11/2021	Edit	Delete

Do not auto-assign any Growth Monitoring assessments.

Assign regularly scheduled assessments to:

All Grades Selected Grades

K 1 2 3 4 5 6 7 8

Math (On) [Add new](#)

Schedule (4) 		
9/28/2020	Edit	Delete
10/28/2020	Edit	Delete
2/24/2021	Edit	Delete
3/24/2021	Edit	Delete

Do not auto-assign any Growth Monitoring assessments.

Assign regularly scheduled assessments to:

All Grades Selected Grades

K 1 2 3 4 5 6 7 8

August 22, 2018

English Learner, RFEP & Language Assessment Procedures



Created by: Cheryl Hatch
CURRICULUM AND INSTRUCTION

BCOE schools shall continue to provide supplemental educational services to English Learners for the purposes of overcoming language barriers until the student is able to comprehend, speak, read, and write English well enough make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English (EC 52164.6)

IDENTIFICATION OF ENGLISH LEARNERS

At Enrollment, Review Home Language Survey:

- Check CALPADS for an existing SSID. HLS forms **should only** be distributed to parents of students that **have not** been previously enrolled in a California public school.
- Review the current HLS for primary home language information.
- If questions 1-3 indicate any language other than English (including students with disabilities), a student is designated as having a primary language other than English.
- If question 4 is the only question that indicates a language other than English, the student is not considered an English Learner, and the HLS can be filed in the student's cumulative file.

- **NOTE:** The HLS is the only document that can be used to determine language status. Once it is complete, and a student is assessed and classified as an English Learner, they remain an English Learner until officially reclassified. **Please be sure to support parents' understanding of this important document during enrollment.**

- **ALSO NOTE:** It is important to review the CUM for any indication a student has previously been designated as an English Learner (e.g., CELDT/ELPAC assessment reports, reclassification forms, HLS's with a language other than English in questions 1-3) before providing a HLS.

Enter into Aeries

- Existing ELs:
 - The language designation (e.g., EL, EO, RFEP) is in Aeries LF field
 - If conflicting language information exists on the HLS or in the CUM (e.g., HLS says English, but the CUM has language assessment reports), enter students as TBD and contact the SPS Office at 532-5644 for support.
 - When the CUM arrives, enter three years of SBAC/ language assessment results in the TST table, including scale scores and proficiency levels, if available.
- Initial ELs: Enter **TBD** in the LF field.

Forward to SPES:

- Existing ELs:
 - All EL records, including, but not limited to the HLS documents, language assessment reports and SOLOM forms, parent letters or Reclassification documentation.
- Initial ELs:
 - HLS

LANGUAGE PROFICIENCY ASSESSMENTS

Once the ELPAC Initial Assessment is administered, test examiner should score the assessment referring to guidelines in Section 8 of the Examiner's Manual. When scoring is verified by site administration to be complete, securely return all scorable and nonscorable testing materials to SPES.

Following the Language Proficiency Assessment (ELPAC):

- **Upon receipt of the Language Proficiency Level Reports from SPES:**
 - Principals and clerical staff review instructions delivered with reports.
 - **Review data with each EL student's previous and current year teacher.**

ENGLISH LEARNER RECLASSIFICATION

Upon completion of the Reclassification form (completion by the classroom teacher and signed by the principal and a parent), send Reclassification form to the BCOE Student Programs Director of Instruction for final approval. Notify parents in writing of the reclassification when all the criteria are met and final approval is obtained from the BCOE Student Programs Office.

Butte County Office of Education *Student Programs and Services*
English Learner Academic Support Plan

Student/Grade	School Year:	Years EL or RFEP:
School:	Programs:	Attendance:
	Title 1 <input type="checkbox"/> Yes <input type="checkbox"/> No Sp Ed <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Other:	

Objective:

The objective of the Support Plan is to proactively assist struggling English Learners in recouping academic deficits (BCOE English Learner Master Plan, pages 12-13). Principals meet with grade-level teams twice a year to monitor those students who have been classified as English Learners and have not made substantial progress both linguistically and academically. Likewise, students reclassified as English Proficient will be monitored and supported for three years following the reclassification date. It is suggested that the team identify the students who have not progressed in their English language proficiency level and/or academic skills and collaborate about researched-based strategies they will use during the semester.

Directions:

In August and January of each year, grade-level teams will monitor and plan for English Learner and Reclassified students to support substantial academic gains. Complete all background information including: Student's name, how long the student has been designated EL, the overall most current ELPAC (CELDT score, if ELPAC not available), and if applicable, most current scores on the state and local Language Arts and Mathematics assessments. Please mark if the child is making satisfactory progress in these areas. Discuss the student's Performance Gap (need) and Annual Measurable Performance Improvement Objective (semester goal) and record below. Then, complete the goals and strategies section based on the student's proficiency level and determined areas of need. At the end of the year, submit a copy of the plan to the SPS Director of Instruction and Charter Oversight.

Performance Gap (Lowest Scoring Language Assessment Strands):

Annual Measurable Performance Improvement Goal:

Minimally Developed

Somewhat to Moderately Developed

Well Developed

R-FEP (<4 Years)

ELPAC Strand Levels	Most Recent SOLOM Total	Reading/ Writing Level	Math Level	Making Satisfactory Annual Progress
Reading:	(of 25 total pts)	Writing DWA 1: DWA 2:	iReady DWA 1: DWA 2:	District Assessment DWA Reading Yes <input type="checkbox"/> No <input type="checkbox"/>
Writing:	The expectation is a 4+ in all areas with a minimum of 19 points overall.	iReady DWA 1: DWA 2:	SBAC/CAA Current Year: Previous Year:	DWA Writing Yes <input type="checkbox"/> No <input type="checkbox"/>
Listening:		SBAC/CAA Current Year: Previous Year:		DWA Math Yes <input type="checkbox"/> No <input type="checkbox"/>
Speaking:				CAASPP Assessments ELA SBAC/CAA Yes <input type="checkbox"/> No <input type="checkbox"/> Math SBAC/CAA Yes <input type="checkbox"/> No <input type="checkbox"/>

Butte County Office of Education *Student Programs and Services*
English Learner Academic Support Plan

Fall Collaboration Date:				
Content Areas	Standards-Goals	Focused Strategies for the Semester	Identified Assessments	Met Goal for Semester?
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No

Spring Collaboration Date:				
Content Areas	Standards-Goals	Focused Strategies for the Semester	Identified Assessments	Met Goal for Semester?
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No

Student Performance Summary:

English Learner Academic Support Plan Parent Report

Student: _____	Date: _____	School: _____
Teacher: _____	Grade Level: _____	Years as an English Learner: _____

Objective:

The objective of the Support Plan is to assist English Learners in increasing academic achievement (*BCOE English Learner Master Plan*, pages 12-13) and reclassified students with increasing or maintaining satisfactory academic achievement. Grade-level teams will meet twice a year to monitor those students who have been classified as English Learners and create a plan to support linguistic and academic progress.

This *Parent Report* is a summary of the plans and goals as they pertain to your child.

Academic Need:

Semester Goals:

Focused Classroom Strategies:

Focused Home Support Strategies:

2020-2021

BCOE - HEARTHSTONE SCHOOL - Parent Calendar

July 2020				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2020				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Date	Event or Holiday
10-Aug	Teacher Prep Day (non-student)
11-Aug	Teacher Prep Day (non-student)
12-Aug	First Student Day-Begin Semester 1
7-Sep	Labor Day - Holiday
11-Nov	Veterans Day - Holiday
23-Nov	Thanksgiving Break
24-Nov	Thanksgiving Break
25-Nov	Thanksgiving Break
26-Nov	Thanksgiving Break
27-Nov	Thanksgiving Break
17-Dec	Last Student Day-End Semester 1
18-Dec	Winter Break
21-Dec	Winter Break
22-Dec	Winter Break
23-Dec	Winter Break
24-Dec	Winter Break
25-Dec	Winter Break
28-Dec	Winter Break
29-Dec	Winter Break
30-Dec	Winter Break
31-Dec	Winter Break
1-Jan	Winter Break
4-Jan	First Student Day-Begin Semester 2
18-Jan	Martin Luther King Day - Holiday
12-Feb	Lincoln's B.Day - Holiday
15-Feb	Presidents Day - Holiday
16-Feb	Mid Winter Break
17-Feb	Mid Winter Break
18-Feb	Mid Winter Break
19-Feb	Mid Winter Break
2-Apr	Spring Break
5-Apr	Spring Break
6-Apr	Spring Break
7-Apr	Spring Break
8-Apr	Spring Break
9-Apr	Spring Break
31-May	Memorial Day - Holiday
1-Jun	Graduation Ceremonies at State Theater
3-Jun	Last Student Day-End Semester 2
4-Jun	Last Staff Day (non-student)

October 2020				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2020				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2021				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2021				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Hearthstone Bell Schedule

Monday/Wednesday/Friday	
Period 1	8:00-8:51
Passing	8:51-8:55
Period 2	8:55-10:04
Passing	10:04-10:08
Period 3	10:08-11:17
Passing	11:17-11:21
Period 4	11:21-12:30
Lunch	12:30-1:00
Period 5	1:00-2:10
Passing	2:10-2:15
Period 6	2:15-3:25
Passing	3:25-3:30
Period 7	3:30-4:15

Tuesday/Thursday	
Period 1	8:30-9:25
Period 2	9:25-10:20
Break	10:20-10:35
Period 3	10:35-11:30
Period 4	11:30-12:25
Lunch	12:30-1:00
Period 5	1:00-2:15

**Butte County Office of Education
Hearthstone School
2020-2021 School-Parent Compact**

This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

School Responsibilities

As a school staff, we agree to support students' learning in the following ways:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - Teachers are trained to provide instruction using curriculum aligned to State Content standards.
 - A Multi-Tiered System of Support is implemented school-wide to meet the individual needs of students.
 - Teacher release time occurs for ongoing professional development. Teachers and staff also use this time to identify strategies to address the individual needs of students.

2. **Communication:**
 - **Provide parents and family members with reasonable access to staff and frequent reports on their children's progress.** Specifically, the school will:
 - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - Report cards completed every semester
 - Detailed Academic Probation letters within a timely manner
 - Staff respond to email and phone messages within a timely manner
 - Appointments are available with any staff member working with the student

3. **Engagement:**
 - **Provide parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the achievement their student**
 1. Provide parents opportunities to volunteer and participate in their student's class, and to observe classroom activities
 2. Provide parents and family members with materials and training to help them improve the academic achievement of their student
 - a. Include, as appropriate, topics identified by parents/ family members
 - b. Provide trainings and information in a format, and where practicable, a language that parents and family members can understand

**Butte County Office of Education
Hearthstone School
2020-2021 School-Parent Compact**

3. Conduct other activities to encourage and support parents and family members in more fully participating in their student's education (example: family-led committees, resource centers)
- **Educate staff members in the value of parent and family member contributions and how to work with them as equal partners**
 1. Use CA Department of Education Family Engagement Framework and research-based training materials
 2. Schedule training/ coaching with Title I LEA Family Engagement Coordinator

Parent Responsibilities

As parents, we agree to support our children's learning in the following ways:

- Provide first instruction for my child (K-8)
- Monitor work completion
- Participate in decisions related to my child's education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 15 minutes after classes and scheduled meetings
- Ensure that my student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes
- Follow all school policies (refer to handbook)

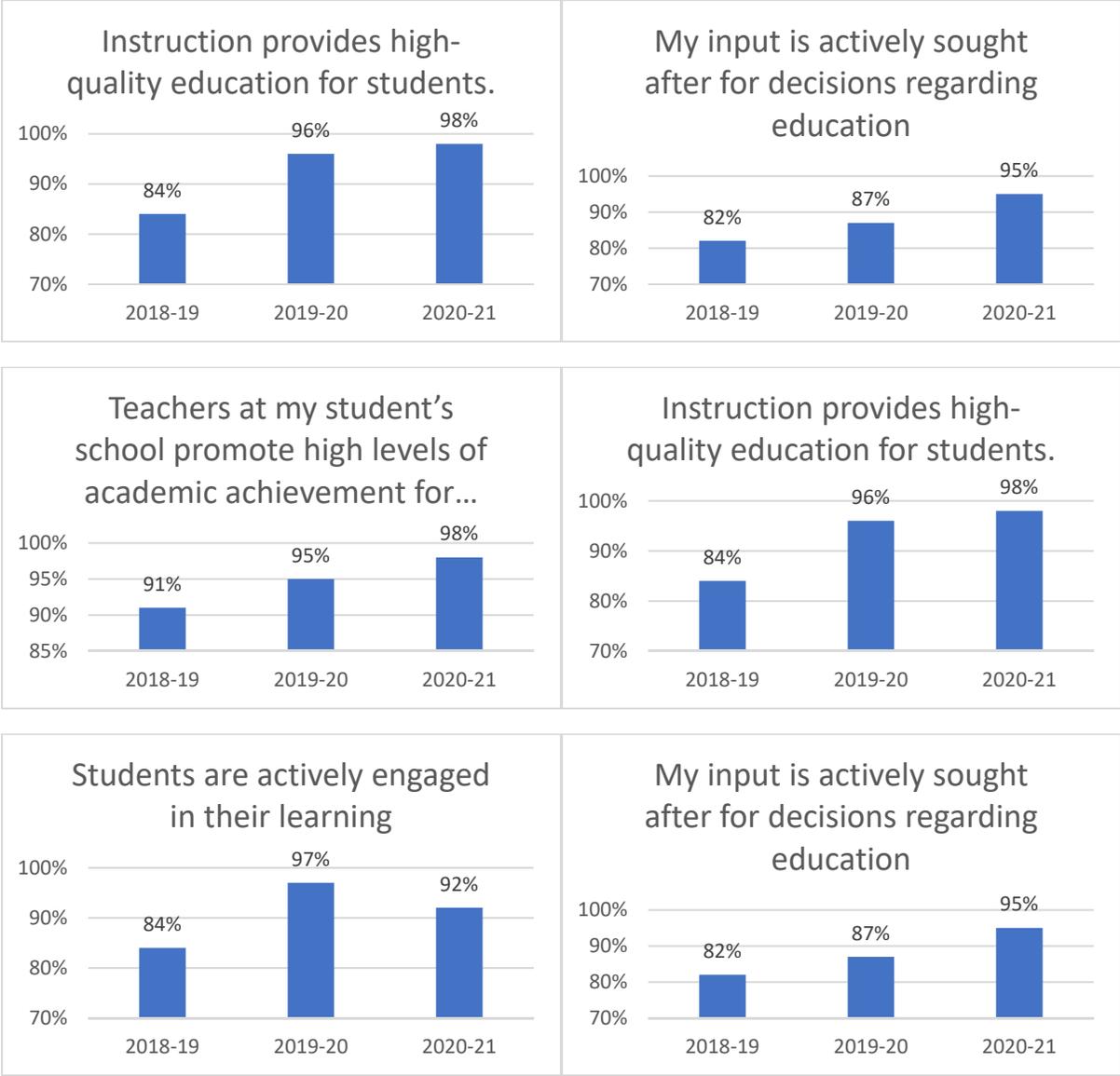
Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Stay current on school activities and events
- Follow the S.O.A.R behavior expectations at all times

Parent Satisfaction

Hearthstone values the feedback from parents and community members. Annually, Hearthstone asks for input on the LCAP Survey to provide school leaders and staff suggestions and areas of growth. Hearthstone has three consecutive years of LCAP feedback from parents and community members presented below.



Parent LCAP Comments:

“Keep up the amazing work and we look forward to another year!”

“Hearthstone lets him work at his own pace which is sometimes faster or slower than others”

“Hearthstone School helps our family by being on our own schedule, whenever I need advise on the work. I also get a fast reaction from the teachers.”

“My daughter LOVES this school so very much”

“This school is doing amazing things for their students”

“Hearthstone is wonderful, and I'm so very thankful that my daughter is attending.”

“The teachers have all been wonderful and supportive.”

ANNUAL PARENT HANDBOOK



2020-2021

Hearthstone School

Approved May 2020

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GENERAL INFORMATION

Welcome

Dear Students/Parents/Guardians,

Welcome to the 2020-2021 school year! All staff extends the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of both our schools and their programs.

In keeping with the policies of Butte County Office of Education (BCOE), it will be the purpose of our school to provide an environment that will promote a positive climate for learning, effective citizenship, and constructive student conduct. Students on school grounds or in places within the school's jurisdiction are expected to abide by the rules and regulations that are established to achieve these objectives.

If you have any questions regarding the information contained in this handbook, please feel free to give the school a call.

School Mission Statement

Bring inspiration and personalization to every student's educational experience.

School Address

2280 6th Street
Oroville, CA 95965

School Telephone

530.532.5848

School Calendar/Dates to Remember

Refer to the School Calendar and the Events Calendar on the school website for important dates.

Daily Schedule

School Hours: Monday to Friday 8:00am to 4:00pm.

Elementary Classes: Tuesday/Thursday

High School Classes: Monday/Wednesday/Friday

Check website for updates.

Staff Directory

First	Last	Extension	Title
Christine	Harvey	1100	Sr. Administrative Assistant
Nick	Catomerisios	1101	Principal
Theresa	Fisher	1102	Administrative Assistant
Jennifer	Lasell	1107	Library Media Technology Support
Sara	Stewart	1119	Teacher
Jenny	Estep	1147	Teacher
Brenda	Ramos	1148	School Counselor
Cathy	Maretti	1149	Teacher
Christi	Collins	1152	Teacher
Sheila	Mathrole	1154	Teacher
Shannon	McInturf	1155	Parent Liaison
Chrissy	Crispin	1156	Teacher
Deanna	Alexich	1158	Teacher
CJ	Holzauer	1159	Teacher
Jay	Lawson	1160	Teacher
Monica	McDaniel	1165	CTE Teacher
Jessie	Hathorn	1167	Teacher
Tonya	Paul	1168	CTE Teacher
Keri	Maxwell	1169	Teacher
Jane	Lansdown	1203	CTE Teacher
Yvonne	Gammell		Instructional Paraprofessional
Hugo	Ibanez-Blancas		Instructional Paraprofessional

Enrollment and Disenrollment

Enrollment Process:

1. Complete online interest form.

A Hearthstone employee will contact you for the following:

2. Attend an optional information meeting and school tour.
3. Complete online registration and turn in listed required and suggested paperwork.
4. Attend registration meeting with school employee.
5. Welcome to Hearthstone and reach out to any school employee for assistance. We are here to ensure your child's academic success.

Disenrollment:

The Disenrollment policy covers EC 47605(J), 51746(b), 51749.5(7), 55749.5 (a)(7)(C), 47605(d)(4) and (b)(5)(J)(iii)

Overview: California Education Code Section 55749.5 (a)(7)(C) requires the monitoring and notification if satisfactory educational progress is not being made to conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether he or she should be referred to an alternative program, which may include, but is not limited to, a regular school program.

Reasons for Disenrollment:

- 1) Transfer/Withdraw: Hearthstone is a school of choice. Students may choose to transfer to another educational setting at any time.

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- 2) No Show/No Contact: The school shall disenroll any student who has failed to attend scheduled meetings or classes with no communication, upon enrollment. In the case of a no show/no contact situation, the following will occur:
 - a) The supervising teacher will attempt to contact the student's parent/guardian within the first three (3) days of the beginning of enrollment, and document attempted phone contacts in Aeries.
 - b) The supervising teacher will attempt to contact the student's parent/guardian via phone calls to those listed on emergency contacts if on the fourth (4th) day, the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.
 - c) The supervising teacher will send a "Failure to Enroll" letter to the last known address on the fourth (4th) day, if the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.

Disenrollment Based on Inadequate Academic Progress:

- 1) The school shall continually verify adequate academic progress by students in our independent study program. At Hearthstone, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed bi-monthly meetings or appointments, and/or lack of proper communication.
- 2) The signed Master Agreement requires the meeting of a minimum assignment goal or a process to determine if this program is in the student's best interest.
- 3) If a student is truant the following will occur:
 - a) First Occurrence:
 - i) The Supervising Teacher is to submit a Truancy Report. This first step requires the Supervising Teacher, parent and student to meet and discuss a plan for improvement. All parties are required to sign Truancy Letter #1 and plan for improvement. A Student Success Team (SST) may be held in the place of this meeting.
 - ii) The Supervising Teacher should increase the frequency of the meeting schedule to every week.
 - iii) The Truancy Report is then sent to the School Principal/designee. The school Principal/designee is to review this form and previous student records.
 - iv) The School Principal/designee shall determine if:
 - (1) The body of work assigned is appropriate and reasonable.
 - (2) The plan for improvement is appropriate for the particular student.
 - b) Second Occurrence:
 - i) Supervising Teacher is to complete a Truancy Report and forward immediately to the School Principal/designee.
 - ii) School Principal/designee should again review assignments and prior plan for improvement and contact the Supervising Teacher and any other pertinent staff to determine if there are circumstances that need consideration.
 - iii) School Principal/designee sends Truancy Letter #2 to the parent/guardian.
 - iv) School Principal/designee, Supervising Teacher, parent, and student will hold a Student Success Team to determine what further steps should be taken to help the student successfully complete their assignments. Supervising Teacher continues weekly meeting. Other support options include increased academic support, academic and social emotional counseling, and local contracted referrals for short and long term services related to the student identified needs.
 - c) Third Occurrence:
 - i) Supervising Teacher is to complete a Truancy Report and return it to the School Principal/designee.
 - ii) The School Principal/designee sends Truancy Letter #3 to the parent/guardian. This letter includes a notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)
 - iii) The student will be withdrawn from the school and the district of residence will be notified unless the parent/guardian requests an appeal within five (5) working days of the date of Truancy Letter #3.
 - iv) A special meeting with School Principal/designee, Supervising Teacher, parent and student may be necessary when a parent requests an appeal.
 - v) If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn.

Students Inadequate Progress Policy for Student with an IEP:

- 1) Truancy Letters are issued to all students in order to alert the student and the parent of the following:
 - a) The student has excessive missed assignments, missed meetings or appointments, and/or lack of proper communication to be in our program which follows Independent Study regulations.

Approved May 2020

- b) The Personalized Learning setting may not be appropriate.
 - c) The Personalized Learning System of education may be contrary to the best interest of the student.
- 2) Students who have qualified for Special Education services often meet with other certificated professionals in addition to their Supervising Teacher. All certificated personnel who work with a student must alert the Supervising Teacher when assignments are not completed so that the teacher can issue the Truancy Letter to the student.
 - a) Supervising Teacher must issue a Truancy Letter for a student with an IEP according to the procedures for all students.
 - b) All certificated personnel who work with a student with an IEP must report truancy violations so that the Supervising Teacher can issue a Truancy Letter according to the procedures for all students.
 - c) After Truancy Letter #2, the School Principal/designee must be contacted and an IEP scheduled.
 - 3) A Manifestation of Determination IEP will occur before notification of enrollment termination.

Handbook Accessibility (print and web)

Available on the school website and a printed copy is available at the school office upon request.

BEHAVIOR

School Rules and Discipline

Philosophy of Discipline: At Hearthstone our goal is to maintain a safe and engaging learning environment for all students. In order to do so we uphold high expectations for students' ethical and behavioral choices. We also take an objective view of behavior, recognizing that home, family, community issues, and trauma can impact a student's social emotional development. We have adopted Positive Behavior Intervention and Supports (PBIS) and Restorative Practices as positive discipline measures that preemptively teach students about expectations and personal accountability.

Positive Behavior Intervention Systems (PBIS)

Positive Behavior Interventions and Supports is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.

What is PBIS at Hearthstone School?

At Hearthstone we SOAR Self-reliant, Open-minded, Appreciative and Respectful

All student are given Tier I supports, such as positive reinforcement of student behaviors, access to the curriculum and help when needed. We set high expectations and help students meet them.

If students are not responding to all of the Tier I supports, they may need more services. Tier II supports are based on the root cause of behavior and monitored closely with the expectation that students will not need extra support long term.

Why do we have school-wide expectations?

The Behavior Expectations Matrix uses the school-wide rules to identify specific behavioral expectations across school settings. All staff and students are expected to know the school-wide rules. To be most effective, regular reinforcement using the school-wide expectations will be part of the school culture.

How do we recognize students for positive behaviors?

We recognize positive behavior by giving Dragon Scales. Ideally, students should be given a Dragon Scale immediately following the appropriate behavior and be told exactly why they received the reward. In order to promote expected behavior, students need to know when and why they are being acknowledged. Dragon Scales may be spent in the student store, for school supplies, snacks and toys.

Restorative Practices

Restorative Practices are a set of principles and processes that aim to establish, maintain, and repair relationships. When harm occurs, restorative practices focus on meeting the needs of those affected by the harm while giving voice to the person who caused harm. Students experience firsthand the impact of their actions, allowing them to develop empathy, engage in collaborative problem solving, and take accountability for the harm they have caused. The aim of restorative practices is to heal relationships rather than to punish. Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. A student who participates in restorative practices is still eligible and should receive a logical consequence.

Examples of restorative practices are:

Restorative questions: The restorative questions are part of an informal conversation between a student and a staff member in response to a challenging behavior or situation. The questions promote student reflection and accountability.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Student Expectation

Students Rights and Responsibilities

Hearthstone students are expected to follow the SOAR guidelines:

Self-Reliant

Open Minded

Appreciative

Respectful

When we live by the SOAR expectations we:	And we DO NOT accept:
Treat ourselves and others with respect	Bullying and intimidation
Listen to others	Weapons
Are drug free	Fights, threats, and violence
Keep our school clean	Drug possession and sale
Have healthy friendships	Vandalism
Produce our own work	Gang activity
Maintain honesty and integrity	Cheating and plagiarism
Show empathy and compassion	Forgery
Respect the property of the school and others	Sexual harassment
Appreciate differences	Prejudice and hate crimes
Engage in safe activities	Robbery and theft
	Conduct that is disruptive to learning environments

Hearthstone has developed a progressive discipline matrix to provide evidence-based supports, interventions, and logical consequences to ensure that unwanted student behaviors are addressed in a productive and educational manner.

Dress and Grooming

Dress and Grooming – SP 5132

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement/association is prohibited on school grounds and at school activities on or off campus.

All clothing must cover entire midriff, chest, buttocks and undergarment area when standing, walking, or sitting. Transparent clothing, and clothing designed to be worn as an undergarment are not permitted. The supervising Hearthstone teacher reserves the right to determine appropriate dress and to take corrective action which may include requiring the student to change their clothing, put on an over layer or to leave the school premises when the mode of dress is in question. Parents will be notified if corrective action was taken.

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

Student Apparel

The expression of a student's uniqueness and individuality by means of the student's dress is recognized. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe, either for the student or those around the student
2. Disruptive of school operations and the education process in general
3. Contrary to law and/or
4. Promotes alcohol, drug, or tobacco use
5. Undergarments showing

No restrictions on freedom of dress and adornment will be imposed which:

1. Reflect discrimination as to civil rights or to hold one culture, group, or religion as preferable over another
2. Enforce particular codes of morality or religious tenets and/or
3. Attempt to dictate or adjudicate style or taste

The County Superintendent considers this to be a judgment area of the program administrator.

Details and specific rules which apply shall be a site administrator's decision with the concurrence of the Associate Superintendent.

Gang Related Apparel

The principal shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Such apparel shall not be permitted on a school campus.

Care of School Materials and Repayment

Students/Parents who wish to check out a Google Chromebook device provided by Butte County Office of Education must read and sign an agreement. Once completed this form must be submitted to the Hearthstone's Library Media Tech Support provider.

Details of the agreement are as follows:

1. The student agrees to take full responsibility for his or her device.
2. BCOE shall not be liable for the loss, damage, misuse or theft of the Chromebook.
3. Students are responsible for the proper care of their provided Chromebook, including any costs of repair, replacement or any modifications needed to use the device.
4. Butte County Office of Education reserves the right to inspect a student's issued Chromebook if there is reason to believe that the student has violated the terms of the Acceptable Use Policy, or has engaged in other misconduct while using the device.
5. Butte County Office of Education shall not be held responsible for the security of the Chromebook.
6. Data accessed on the devices is used at the student/parents own risk.
7. Butte County Office of Education Students-Programs and Support Division will provide web filtering services for the provided Chromebook using a third-party application. This application will allow BCOE to monitor student web filter traffic along with GPS location while using the Chromebook.
8. Failure to abide by the terms and conditions of this agreement may result in removal of the device from the assigned user.
9. All technology devices must be returned at the end of the school year to be updated, serviced, and stored safely for the summer. Students, who withdraw, are suspended or expelled, or terminate enrollment for any reason, must return their issued technology device within 10 days.
10. Parents are responsible for downloading and storing all personal images or data prior to returning the Chromebook. BCOE will not be responsible for any lost data.
11. If a student fails to return the Chromebook at the end of the school year or upon termination of enrollment, that parent/guardian will be subject to criminal prosecution or civil liability. The parent/guardian will also pay the replacement cost of the Chromebook. Failure to return the Chromebook will result in a theft report being filed with the local police department and/or grades, diploma, and transcripts being withheld.

Misuse of Materials and Technology

See section above: Care of School Materials and Repayment

Student Cell Phones and Personal Items

Cell phones must be off or silenced and out of sight while on campus. Any phone in view will be confiscated until the end of the day, if it is a first offense. The cell phone policy applies to all students. All visitors are asked to follow the same guidelines.

Additionally, cell phones may be used at the front desk to call a ride or during an emergency. Parents must call the front desk, (530) 532.5848 x 0 to contact their child or to deliver a message.

Consequences:

- First offense: Staff will collect the phone for the student to pick-up from the school office at the end of the day.
- Second offense: Parent is notified and must pick-up the phone from the school office.
- Third offense: The student is not allowed to bring their phone to school.
- Fourth offense: Suspension or restorative practice approach.

Sexual Harassment

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Instruction/Information

The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that they are being or has been subjected to sexual harassment shall immediately contact their teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observed the incident shall report to the non-discrimination coordinator or Associate Superintendent.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment, they shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, and the entire circumstances of the incident(s) shall be taken into account.

Student Conduct

All Students are Expected to:

1. Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person. No physical violence or threat of physical violence is tolerated on campus including travel to and from campus.
2. Be considerate in their relationships with students, teachers, and staff.
3. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
4. Follow all rules and procedures given in the Parent and Student Code of Behavior and Handbook.
5. Keep hands, feet, and objects to themselves. This includes roughhousing and "playing around".
6. Follow classroom procedures established by each teacher. Be in the right place at the right time.
7. Interact appropriately. This includes no excessive displays of affection.

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the unit of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

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1. Use of positive behavior supports
2. Warnings and reduction of inappropriate behaviors to appropriate on task behaviors
3. Teacher-Parent-Student conference
4. Social emotional learning instruction
5. Instruction in pro-social behavior or anger management
6. Use of restorative practices
7. Referral to counseling
8. Convening a Student Study Team

Suspension

1. Suspension is a consequence for serious misbehavior. Students who are suspended will be excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds (within 600 feet in any direction) while they are suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of the teacher.
2. A teacher may suspend any student from his or her class for the day of, and the day following, any acts enumerated in Ed Code Section 48900.
3. The Superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5.

ACADEMICS

Academic Policies

The Hearthstone staff makes every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete their assignments, it is essential that the student or parent contact the teacher right away by telephone or e-mail. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent shall call the teacher as soon as possible to notify the teacher. At Hearthstone, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed meetings or appointments, and/or lack of proper communication. Students with three Truancy violations will be withdrawn from the program, as stated in the Disenrollment policy.

Engagement

The following responsibilities are a list of practices that will ensure the success of your child within an Independent Study program like Hearthstone.

Parent Responsibilities

As parents, we agree to support our children's learning:

- Provide first instruction for my child (K-8), monitor work completion
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings, follow all school policies (refer to handbook) Participate in decisions related to my child's education
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings and pick up no later than 15 minutes after
- Ensure that my student has school work to complete with them if they are on campus for longer than 15 unstructured minutes

Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

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- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time, stay current on school activities and events
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Follow the S.O.A.R behavior expectations at all times

Academic Integrity

Academic Integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. All members of the school community have responsibilities relating to Academic Integrity.

Responsibilities
<p><u>Student Responsibilities:</u> Submit original work and give credit to other peoples' ideas Homework is done on time and on your own, when appropriate Ask for help from teachers Surround yourself with a positive environment Use good time management: balance school work with extra-curricular activities Do not cheat or get involved in any form of plagiarism Take pride in your work Actively participate in class and ask questions Come to school Help peers prevent and avoid cheating Do not share work with other students Review Academic Integrity Policy with parents/guardians</p>
<p><u>Parental Responsibilities:</u> Communicate to the student, values of moral and ethical behavior Support the student's efforts, but not edit, type, or in any other way do the work Encourage wise use of time Encourage the highest standards of academic behavior from the students and their peers Certify agreement and knowledge of policy when registering students for school yearly</p>

Consequences for Violations

Hearthstone considers violations of its Academic Integrity Policy to be serious offenses and has therefore instituted the following consequences. The consequences apply on a schoolwide basis, i.e., a violation in one class follows a student to another class or subject matter within Hearthstone and are cumulative for all the years a student is enrolled at Hearthstone.

Violations
<p>Category A Violations include, but are not limited to: Claiming credit for work in a group project when work was done by others Copying any minor assignment, such as a one-night homework assignment (not including quizzes, tests, or essays) assigned to be done independently If it is not clear which student did the original work, and which student copied the work, both are guilty of a Category A violation Collaboration on a minor assignment in a manner inconsistent with explicit and implicit expectations of the assignment for individual work</p>

Sharing work on a minor assignment with another student with the reasonable expectation and intention that the other student might plagiarize that work

Category B Violations include, but are not limited to:

Any violation on a major assignment (such as tests, quizzes, labs, projects, essays, assignments requiring multiple days to complete, etc.) that is inconsistent with the descriptions set forth in the Category A violations above

Submitting plagiarized work, (other than copying a minor assignment as defined in Category A)

In the case of work plagiarized between students, if it is not clear which student did the original work, and which student plagiarized the work, both students are guilty of a Category B violation

Looking at another student's work or paper during an exam, test, or quiz

Talking to or communicating with another student during an exam, test, or quiz

Using any unauthorized material or device during an exam, test, or quiz

Giving or receiving quiz or test information, in any form, to or from students in other periods of the same course or from previous school years

Lying or deception about completion or submission of work (i.e. telling a teacher they "lost" work never turned in)

Category C Violations include, but are not limited to:

Altering a returned quiz, test, or major assignment with the purpose of deceiving the teacher about the student's performance on that assignment

Sharing, stealing, forwarding, or photographing major assignments, essays, projects, or exams (including computer-adaptive statewide assessments)

Altering grades on a computer database or in a grade book

Accessing and/or using and/or purchasing and/or selling copyrighted test bank questions, essays, or any materials designed for instructor's use only

Accessing and/or using and/or purchasing and/or selling restricted exam or related material obtained through unregulated websites

Consequences include, but are not limited to:

Category A

Student receives a zero on the assignment

Teacher may require the student to redo the assignment to evaluate understanding of material

Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)

Teacher notifies administrator

Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy

Student will be assigned detention

Teacher can require the student to redo the assignment under supervision at detention and teacher can award partial credit

Category B

Student receives a zero on the assignment

Teacher may require the student to redo the assignment to evaluate understanding of material

Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)

Teacher notifies administrator

Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy

Student's teachers are notified of the violation by administration

Student will be scheduled to work with the school counselor on a non-class day where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit

Category C

Teacher notifies administrator for the purposes of an investigation

Teacher and administrator notify parent (via email and phone call)

Student will be suspended and/or dropped from the program

The administrator and the counselor will hold a post-suspension conference with student and guardian/parent

Student receives a zero on the assignment

Teacher may require the student to redo the assignment to evaluate understanding of material

Administrator logs offense in Aeries and meets with the student to determine additional consequences, which may include being transferred to another class or program

Student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit

Student's teachers are notified of the violation by the administration

Core and Elective Courses

Independent Study	Hybrid Class	On-Line Edgenuity	Hearthstone Course ID	Hearthstone Course Title
X			7238-1	Advanced Theater Performance
			7236-1	Intro to Professional Theater
X			7237-1	Intermediate Professional Theater
X			5755-0	Digital Photo 1
X			5621-1	Digital Yearbook A
X			5755-1	Digital Photo 2
X			5621-2	Digital Yearbook B
X			4257-1	Medical & Hospital Careers
		X	2198-3	Academic Success
X			2710-2	African Experience
X			2803	Art History
		X	2803-8	Art History 1 p
	X		9000	Art Studio
X			5652-1	Auto Year 1
X			5655-1	Auto Year 2
	X	X	2603-0	Biology
X			2401	Business Math
X			2722-4	Career Education
	X		7000-1	Career Focus
	X		2537-1	Career Pathways
		X	2722-6	Career Planning & Development
X			5507-1	Carpentry
		X	9002	Chemistry
X			4321-1	Child Development & Guidance
X			2198-1	College Vocabulary
X			2112-1	Communication
		X	2112-8	Communication & Speech p
X			4398-1	Community Service
X			4498-1	Cooking
X			2806-1	Drawing
X			2545-1	Driver Education
X		X	2618	Earth Science
X	X		2701	Economics
		X	2701-8	Economics p
X			4098-1	Elective Agriculture Project
X			2198-2	Elective English Project
		X	6001-2	Elective English Support
X			2798-1	Elective History-Social Science
X			5549-1	Elective Manufacturing/Industrial Project
		X	9004	Elective Math Support
X			2512-1	Elective PE
X			2358-1	Elective Performing Arts Project
X			2898-1	Elective Visual Art Project
X	X	X	2131-0	English 10
X	X	X	2132-0	English 11
X	X	X	2133-0	English 12
X	X	X	2130-0	English 9

Independent Study	Hybrid Class	On-Line Edgenuity	Hearthstone Course ID	Hearthstone Course Title
X			2113-1	English Composition
X			2102-3	English Vocabulary
X			2106-1	Film & Literature
		X	2401-8	Financial Math p
X			4361-1	Food & Nutrition
X	X		2823-0	Fundamentals of Art
X			2702-1	Geography
X	X		2703	Government & Civics
X			2703-1	Government & Civics 2
		X	2703-0	Government p
X			2535	Health
X			2535-1	Health Education 2
		X	2535-8	Health p
		X	7920-8	Health Science Concepts p
X			4381-1	Housing & Furnishings
X			2308-1	Instrumental Music
	X	X	2425-0	Integrated Math I
	X	X	2426-0	Integrated Math II
	X	X	2427-0	Integrated Math III
		X	7400-8	Intro to Business p
		X	2451-1	Intro to Coding
X			2732-1	Intro to Law
	X		9001	Intro to Robotics
X			2710-1	Latino Experience
X		X	2621	Life Science
	X		2402	Math Readiness
		X	7921-8	Medical Terminology p
X			2307	Music Appreciation
X			2307-1	Music Exploration
		X	7922-8	Nursing Assistant p
X		X	2514	PE 1
X		X	2515	PE 2
		X	7500-8	Personal Finance p
		X	7923-8	Pharmacy Technician p
X	X	X	2610-0	Physical Science
X			2714-1	Psychology
		X	2714-8	Psychology p
X			4412-1	Sewing
X			2715-1	Sociology
		X	2715-8	Sociology p
	X	X	2206-0	Spanish 1
	X	X	2207-0	Spanish 2
		X	9003	Statistics p
	X		2719-2	Student Leadership
X	X	X	2709-0	U.S. History
		X	2702-8	World Geography p
X	X	X	2711-0	World History

Homework, Make-up Work, Extra Credit

Homework can be assigned by any classroom teacher and Independent Study teacher working with a student. Acceptable homework assignments may include, but are not limited to essays, projects, research papers, presentations and skills intervention. Teachers may assign students online work through Edgenuity, which is a part of the student's overall course grade.

Students are expected to contact the teacher for work missed during an absence, and to complete that work in a timely manner, as specified by the teacher. Work assigned on a student Learning Plan is expected to be completed prior to a teacher-student meeting. Work that is not completed on time can be completed at the teacher's discretion. Make-up work will be provided upon student or parent request.

Extra credit work is assigned at the teacher's discretion and should be completed, as assigned.

Graduation Requirements

Hearthstone School staff is committed to preparing all students to meet the necessary requirements to earn a high school diploma. Students must complete all credit requirements and pass the equivalent of a one-year Algebra course to earn a diploma. However, there are other options available to students who do not meet these requirements, as outlined in the BCOE Administrative Regulations.

BCOE High School Diploma		College Entry Requirements	
Subject Area	Hearthstone School	CSU	UC system
English	40	4 years (*Eng 9, *10, *11, *12)	4 years (*Eng 9, *10, *11, *12)
Mathematics**	20	3 years (*Algebra I, *Geometry, *Algebra II or *Integrated Math I, II, III)	3 years required 4 preferred (*Algebra I, *Geometry, *Algebra II or *Integrated Math I, II, III)
Fine Arts or Foreign Language	10	1 year Fine Arts and 2 years Foreign Language***	1 year Fine Arts and 2 years Foreign Language*** (3 preferred)
*World History	10		1 year
*US History	10	1 year	1 year US History OR
US Government/ Civics	5	1 semester	1 semester US History and 1 semester US Govt/Civics

Economics	5		
Life Science	10	1 year (must be a lab science) (*Biology)	2 years required 3 preferred
Physical Science	10	1 year (must be a lab science) (*Physical Science)	(must be a lab science) (*Biology, *Physical Science)
PE	20		
Electives	80	College prep = 1 year	
TOTAL	220	See CSU/UC approved course list for electives	
Assessments	ACT or SAT SAT Subject Matter	ACT or SAT SAT Subject Matter Tests College Placement Tests	

*Hearthstone courses offered through the Hybrid option meet the A-G requirements for admission to CSU and UC.

**Pupil must complete 10 credits of Algebra I coursework that meets the academic content standards in any of grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.

***Student must take the same foreign language to meet this requirement.

Graduation Course Requirements (SP 6146.1)

The Butte County Board of Education desires to prepare all students to earn a high school diploma that enables them to take advantage of opportunities for postsecondary education and/or employment.

Students shall be eligible for graduation and participation in commencement ceremony from the Butte County Office of Education who meet one of the following criteria:

1. A high school diploma;
2. A certificate of completion

Transferable Courses (EC 47605(5)(A)(iii))

Upon enrollment, High School students are informed of all transferable courses to other public high schools and the eligibility of courses to meet college entrance requirements. School Counselor and Supervising Teachers review student's 4-year academic graduation plan to ensure that all students' college and career goals are aligned with the courses being taken.

UC/CSU College Entry Requirements

Currently, Hearthstone offers English, Math, Science, Foreign Language, Art and Social Science courses that meet the A-G requirements. Hearthstone School is continuing to submit courses to meet these requirements and will update parents and students as courses are approved.

Graduation Requirements

Students will need to complete all BCOE requirements, including Algebra I or equivalent, to graduate.

Certificate of Completion

The County Superintendent may grant a Certificate of Completion to students who are assessed with the California Alternative Performance Assessment (CAPA) and who have met the standards specified in his/her approved IEP.

State and Local Assessments

Assessing student learning tells us whether teaching is having the intended effect. Testing at the local and state levels provide a snapshot in time of student knowledge and skills and provides information to help inform decisions to support student learning. In California, the primary goal of the state-wide assessment program is to better prepare all students for college and careers in the twenty-first century. The core of the state testing system is known as the California Assessment of Student Performance and Progress (CAASPP). Spring 2015 was the first year of student CAASPP results. The CAASPP system is based on the California State Standards for English–language arts (ELA)/Literacy, mathematics, science, and English language development.

Computer-based assessments administered annually in the areas of English Language Arts, Mathematics, were developed through the Smarter Balanced Assessment Consortium, and form the cornerstone for CAASPP. Computer-based science tests are also administered annually. Standardized science tests are also administered annually. CAASPP Program results provide information about each child's progress that is used to help parents, guardians, and teachers work together to improve student learning. Schools will use results to help make decisions about how best to support student achievement. Results also can be used along with other available data to assist in identifying students for intervention or enrichment programs. Test results, however, should never be used as the only source of information to make important decisions about a student's education.

Local assessments are a component of Hearthstone's educational program, so all students are expected to complete the assessments for English Language Arts and Mathematics each year. The data collected for the local assessments play an integral part in providing students with appropriate interventions to help them succeed with grade-level content.

Parents may submit a written exemption request to the school Principal for certain state tests. Exemption requests must be made annually in writing and submitted to the school Principal. Parents and students are cautioned that exempting students from certain state tests (such as the grade 11 Smarter Balanced Tests in English and/or Math) will make students ineligible for state and federal recognition programs such as the State Seal of Biliteracy, the Golden State Seal Merit Diploma, the President's Awards (for Educational Excellence and Achievement) and the Early Assessment Program of College Readiness. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. For more information, contact the school Principal.

Grades and Repeating Classes

The Hearthstone staff makes every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete his/her assignments, it is important that the student or parent contact the teacher right away by telephone or voicemail. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent or student MUST call the teacher as soon as possible to notify the teacher. Students who consistently miss teacher meetings (more than two in a semester) will be evaluated for continued enrollment. (See section Enrollment and Disenrollment).

Credit Requirements

Typically, a student will enroll and complete at least 30 credits per semester. Prior approval must be made by the principal or designee for students enrolled in more than 40 credits. Students must enroll in, and earn a minimum of 20 credits per semester. Students earning less than 20 credits in a semester will be placed on academic probation the following semester and may be evaluated for continued enrollment.

Evaluation/ Grading

Student work is evaluated through a variety of methods including reviewing student work, performance assessment and direct communication with the teacher. All methods are important for the teacher to determine the level of mastery of student learning.

Grades are one of the assessment tools used to report to parents/guardians the student's progress in all subject areas. Grades are based on standards of performance designated for each grade level. Grades are based on points earned for daily assignments, quizzes, projects and tests. Grades will reflect the following percentages of points:

90% to 100%	=	A
80% to 89%	=	B
70% to 79%	=	C
60% to 69%	=	D
0% to 59%	=	F

Grading scale: TK-3

O	Outstanding
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Report Card / IEP Goals Mastery Updates

Report Cards shall provide parent/guardian with tangible evidence of a student's academic performance. Parents/guardians of special education students shall be provided an IEP Goals Progress Report the same frequency as general education students.

Regulations Regarding Grades/Evaluation of Student Achievement AR 5121

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work, which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Pass/Fail Grading

Teacher or Counselor will notify Students of any course in which they will earn a "Pass" or "Fail" grade instead of an A-F grade.

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors. Students who receive a "Fail" grade will not receive credit for taking the course. Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the Principal or designee.

Repeated Classes

With the approval of the Principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit once for taking the course.

Challenging Courses by Examination (SP 6155)

The County Superintendent recognizes that there is a need to allow high school students to challenge a given course by examination for grade and credit in order to accelerate progress towards graduation and to achieve more flexibility in
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the selection of electives. This opportunity will permit a student to enroll in courses best suited to his/her educational objectives.

The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level, which indicates mastery of the content and/or reasonable chance for success in the next level course. Students wishing to challenge a course, should speak with their teacher.

Withholding Grades, Diploma, or Transcripts

The Butte County Office of Education shall withhold grades, diploma or transcripts from any student when school property has been willfully damaged or not returned upon demand, the Principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due (refer to Behavior section). This notice shall include a statement that the school may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

If reparation is not made, the Butte County Office of Education shall afford the student his/her due process rights in conformance with Education Code procedures and may withhold the student's grades, diploma or transcripts. If the student and parent/guardian are unable to pay for the damages or return the property, the Principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. When a student from whom the Butte County Office of Education is withholding grades, diploma or transcripts transfers to a district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The County Superintendent or designee shall notify the parent/guardian in writing that the Butte County Office of Education's decision to withhold grades, diploma or transcript will be enforced by the new district.

The Butte County Office of Education shall withhold grades, diploma or transcripts from any student transferring into the Butte County Office of Education whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the Butte County Office of Education shall release these documents. (Education Code § 48904 Parent guardian responsibility, § 48904.3 Withholding of grades, § 48911 suspension).

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Hearthstone school counselors possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. The school recognizes that a structured, coherent and comprehensive counseling program promotes academic achievement and serves the diverse needs of all students. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

At Hearthstone, the school engages with, advocates for, and provides support for all students with respect to learning and achievement. The school plans, implements, and evaluates programs to promote the academic, career, personal, and social development of all students, including, but not limited to, students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities. The school uses multiple sources of information to monitor and improve student behavior and achievement. The staff enjoys collaborating and coordinating with school and community resources. The school promotes and maintains a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support improving school climate and student well-being. The school enhances students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

Educational Counseling Program

The program develops and implements, with parent/guardian involvement, the student's immediate and long-range educational plans. Teachers provide the required curriculum in accordance with the student's needs, abilities, interests, and

aptitudes. High school students are provided academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid.

Hearthstone provides career and vocational counseling, in which students are assisted with planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition. Students will become aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success. Students will learn realistic perceptions of work, the changing work environment, and the effect of work on lifestyle to understand the relationship between academic achievement and career success, and the importance of maximizing career options. They will understand the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences. The staff will provide information on the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures. The school offers concurrent enrollment with Butte Community College. College units earned will be honored at Hearthstone.

Hearthstone's educational counseling program may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue their education if they fail to meet graduation requirements. Hearthstone shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 – Non-discrimination. In addition, our counselor shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are non-traditional for that student's sex. With student permission we will release information to colleges and prospective employers, including military recruiters.

Personal or Mental Health Counseling

The school counselor may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance. Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law. Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. A counselor shall consult with Butte County Office of Education's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

When students are confronted with a traumatic incident, the school provides a prompt and effective response by our school counselor. The crisis protocol will be provided with a comprehensive approach. Staff will provide prevention and intervention designed to assist students and parents/guardians before, during, and after a crisis. In addition, the counselor shall identify crisis counseling resources to train staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis, if one occurs. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Medical and Medication

Hearthstone recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan. If a parent/guardian chooses, they may administer the medication to their child at school or designate another individual who is not a school employee to do so on their behalf. In addition, upon written request by the parent/guardian, and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to his/her parent/guardian, unless an applicable state law authorizes the student to provide consent without parent/guardian notification. Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening.

Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider, including, but not limited to emergency anti-seizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. School nurses and other designated school personnel shall administer medications in accordance with law, Butte County Superintendent's Policy and Administrative Regulations and shall be afforded appropriate liability protection.

When medically unlicensed personnel are authorized by law to administer any medication to students, such as emergency anti-seizure medication, auto-injectable epinephrine, insulin, or glucagon, the County Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

The County Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

In an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to a student.

SAFETY

Data and Student Privacy

Hearthstone follows the guidelines stated in the Family Educational Rights and Privacy Act (FERPA) addressing the privacy of students' educational records.

FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students."

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Except under certain specified circumstances, FERPA affords parents/guardians or eligible students the right to inspect and review the student's education records. Parents/guardians or eligible students have the right to request that Hearthstone correct records that they believe to be inaccurate or misleading. If Hearthstone does not amend the record as requested, the Hearthstone will offer the parent/guardian or eligible student a hearing on the matter.

Exceptions to Written Parental Consent Requirement

Records may be disclosed by Hearthstone or BCOE to the California Department of Education (CDE), as the State educational authority, without prior written consent if the disclosure is in connection with:

- An audit or evaluation of federal or state-supported education programs
- The enforcement of or compliance with federal legal requirements relating to such programs
- Records may be disclosed without prior written consent under certain other circumstances, including the following:
 - Disclosures to other school officials, including teachers, within the district whom the school or district has determined to have legitimate educational interests
 - Disclosures, subject to certain restrictions, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer
 - Disclosures to organizations conducting studies for, or on behalf of, schools or districts to:
 - Develop, validate, or administer predictive tests
 - Administer student aid programs
 - Improve instruction
 - Disclosures in connection with a health or safety emergency
 - Disclosures of appropriate information regarding specified disciplinary actions to teachers and school officials, including those in other schools, who have legitimate educational interests in the behavior of the student
 -

Hearthstone or BCOE may disclose directory information from education records without consent as long as it has notified parents/guardians and eligible students of the:

- Types of information the school or district has designated as directory information
- Right of parents/guardians and eligible students to opt out of disclosure of directory information

Directory information can include the student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

Only schools or districts may disclose directory information but only after parents/guardians are notified and given an opportunity to refuse such disclosure. Parents/guardians should check the school's parent handbook or contact the local school district for local policies on disclosure of student directory information.

A school, district, the CDE, or any party that is authorized to receive personally identifiable information from education records may release the records or information without the required written consent if all personally identifiable information has been removed. Authorized parties must make a reasonable determination that a student's identity is not personally identifiable, considering single or multiple releases and taking into account other reasonably available information. This determination must be made before releasing individual or summary student information.

The County Superintendent respects the rights of students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. The County Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- 1) College or other postsecondary education recruitment or military recruitment
- 2) Book clubs, magazines, and programs providing access to low-cost literary products
- 3) Curriculum and instructional materials used by elementary and secondary schools

- 4) Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students [or to generate other statistically useful data for the purpose of securing such tests and assessments] and the subsequent analysis and public release of the aggregate data from such tests and assessments
- 5) The sale by students of products or services to raise funds for school-related or education-related activities
- 6) Student recognition programs

The County Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose. The County Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following:

- 1) Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose
- 2) Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families
- 3) The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
 - a) Survey instruments requesting information about their personal beliefs and practices or those of their children
 - b) Instructional materials used as part of their children's educational curriculum
 - c) Instruments used in the collection of personal information for the purpose of marketing or sale
- 4) Any non-emergency physical examinations or screenings that the school may administer

The County Superintendent or designee shall notify parents/guardians of the adoption or continued use of Butte County Office of Education's Superintendent's Policy and Administrative Regulations pertaining to the rights specified in items #1-4 above.

Surveys Requesting Information about Beliefs and Practices A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following: 1. Political affiliations or beliefs of the student or his/her parent/guardian 2. Mental or psychological problems of the student or his/her family 3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality 4. Illegal, anti-social, self-incriminating, or demeaning behavior 5. Critical appraisals of other individuals with whom the student has close family relationships 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers 7. Religious practices, affiliations, or beliefs of the student or his/her parent/guardian 8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program. If a student participates in such a survey requesting information about personal beliefs and practices, school officials and staff members shall not request or disclose the student's identity. Notwithstanding the above requirements for prior written consent, the district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions.

REGULATIONS REGARDING STUDENT AND FAMILY PRIVACY RIGHTS

Surveys Requesting Information about Beliefs and Practices A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following:

- 1) Political affiliations or beliefs of the student or his/her parent/guardian
- 2) Mental or psychological problems of the student or his/her family
- 3) Sexual behavior or attitudes or personal beliefs and practices in family life or morality
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior

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- 5) Critical appraisals of other individuals with whom the student has close family relationships
- 6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
- 7) Religious practices, affiliations, or beliefs of the student or his/her parent/guardian
- 8) Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program. If a student participates in such a survey requesting information about personal beliefs and practices, school officials and staff members shall not request or disclose the student's identity.

Notwithstanding the above requirements for prior written consent, the district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions.

Parent/Guardian Access to Surveys and Instructional Materials

The parent/guardian of any district student, upon his/her request, shall have the right to inspect:

- 1) A survey or other instrument to be administered or distributed to his/her child that either collects personal information for marketing or sale or requests information about beliefs and practices (e.g. Annual School Climate Survey).
- 2) Any instructional material to be used as part of their child's educational curriculum. Within a reasonable period of time after receiving a parent/guardian's request, the principal or designee shall permit the parent/guardian to view the survey or other document they requested. A parent/guardian may view the document any time during normal business hours.

No student shall be subject to penalty for their parent/guardian's exercise of any of the rights stated above.

Notifications At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of:

- 1) The district's policy regarding student privacy
- 2) The process to opt their children out of participation in any activity described in this administrative regulation and the accompanying Board policy
- 3) The specific or approximate dates during the school year when the following activities are scheduled:
 - a) Survey requesting personal information
 - b) Physical examinations or screenings
 - c) Collection of personal information from students for marketing or sale. Prior to administering any anonymous and voluntary survey regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with written notice that the survey is to be administered. Parents/guardians shall also be notified of any substantive change to this policy and administrative regulation within a reasonable period of time after adoption of the change.

Emergency Procedures

Hearthstone's Comprehensive School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is very comprehensive due to the wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: "All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

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It is the sincere hope of Hearthstone that no major crisis, disaster or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Parent Volunteers and Visitors

The Butte County Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The County Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, including advisory, decision-making, advocacy roles, and activities to support learning at home.

Parent volunteers are always encouraged on campus. Any parent who wants to volunteer on a regular basis must have fingerprints on file with the Butte County Office of Education. Parent volunteers must be approved by their student's teacher, as well as, the school administrator. Visitors must sign in using the electronic sign-in technology and sign-out upon leaving campus. Any visitors must be approved by the school administrator.

Field Trips and Transportation of Students

Field trips, or excursions for the purpose of furthering a class's study of a particular subject, are recognized as an integral part of the instructional program. In planning such trips, teachers shall take into consideration distance from school, transportation requirements, safety of pupils, adequate supervision, and expense. In cases where students are leaving campus, specific parental approval for individual children to participate must be obtained. All field trips must receive prior approval from the program supervisor.

Transportation may be provided by school staff who have provided the proper insurance and driving documents to Hearthstone clerical staff. In accordance with appropriate safety standards, the County Superintendent may establish regulations and procedures to allow parents to provide transportation. Field trips or excursions that are not directly related to the instructional program but are seen as beneficial to the participants must be approved by the Associate Superintendent on an individual basis. Field trips that are not directly related to the instructional program include, but are not limited to, extracurricular trips that broaden the students' education beyond the normal classroom curriculum. Such extracurricular trips may be related to club, team or special interest group activities. All trips, whether or not related to the education program, that require an overnight stay must be submitted to the Associate Superintendent for approval on an individual basis.

School Related Trips

Charter buses, vans, and automobiles shall be used to transport students to and from school and for other school/program activities that have the approval of the Associate Superintendent and are permitted by law. Private vehicles may only be used when it is impractical to use Butte County Office of Education vehicles (bus, van, etc.). Use of private vehicles shall be governed by California Vehicle Code and Butte County Office of Education Superintendent's Policy. No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need.

Transportation for Special Education Students

The County Superintendent recognizes the responsibility to provide transportation services which give disabled students access to appropriate education programs and services. The County Superintendent or designee shall make transportation available for these students in accordance with needs specified in their Individualized Education Program (IEP) and at no cost to parents/guardians. IEP teams shall authorize the provision of transportation in accordance with criteria set forth in administrative regulations. In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules, and the extent to which transportation arrangements may help the student develop independent mobility skills.

Transportation by Private Automobile

The County Superintendent or designee may authorize the transportation of students on an occasional basis by private automobile for approved field trips and activities when the vehicle is driven by an adult who has registered with the Butte County Office of Education for such purposes by filing a completed Affirmation of Automobile Insurance Form. Private automobiles shall not be used to transport students for regularly scheduled activities.

All student passengers shall provide permission slips signed by their parents/guardians which indicate the acknowledgment that a private automobile is being used for transportation. Drivers shall be required to possess a valid California driver's license and prior to using a personal automobile to transport students, must provide a copy of a clean Department of Motor Vehicles record and proof of Bodily Injury Liability insurance of not less than \$100,000 per person and \$300,000 per accident, Property Damage Liability insurance of a minimum of \$50,000 each accident, and Combined single limit for Property Damage and Bodily Injury Insurance of \$300,000 for each accident. Owners, drivers, and passengers shall be informed that the registered owner and his/her insurance company bear primary responsibility for any accidents which may occur. Secondary insurance coverage shall be provided by Butte County Office of Education in the event of an accident, losses, or claims for damages during the transportation of students in private vehicles and in the execution of Butte County Office of Education employee's job responsibilities when the amount of the claim exceeds the limits stated in the paragraph above.

The Butte County Office of Education does not cover, nor is it responsible for, comprehensive or collision insurance for privately owned vehicles. A seat belt must be provided for and worn by each passenger. Owners shall comply with the California Vehicle Code, Sections 27360 and 27360.5 which govern the need for child safety seats or booster seats for children based on age, as well as children who are under certain minimum weight requirements. The number of vehicle occupants, including the driver, shall not exceed the capacity for which the vehicle was designed and should not in any case exceed ten.

Procedures for Student Injury

REPORTING STUDENT ACCIDENTS

Student accidents should be reported immediately. If a pattern of student accidents or injury is suspected by a Butte County Office of Education staff person, a review of incidents may be conducted to determine the cause of reoccurrence. Immediately following an accident and following any necessary medical attention, the County Superintendent directs that the following steps be taken:

1. Employee immediately reports a student accident or injury to program administrator and risk management.
2. Employee completes a Student Accident Report and forwards to the program administrator on the day of the incident unless there are extenuating circumstances. All pertinent facts and information should be included with the report.
3. Risk management forwards a copy of the report to the County Superintendent or designee for any serious student accident.
4. Program administrator may request an investigation of the incident.

ACCIDENT/INCIDENT REPORTING FORM: See Appendix

ENGAGEMENT

Communication, Conferences and Staff Accessibility

Communication is a key component to a student's success at Hearthstone. As an Independent Study program, parents, teachers, and students are expected to communicate regularly. In the case of a missed meeting or class, a parent/guardian is required to contact the teacher directly on the day of the absence.

Communication provides parents frequent reports on their child/children's progress. Communication includes:

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- Parent-teacher conferences/meetings during which the parent/student compact will be discussed as it relates to individual achievement, report cards completed every semester
- Detailed Academic Probation letters within a timely manner
- Staff members respond to email and phone messages within a timely manner
- Appointments are available with any staff member working with the student
- Teacher-Parent-Student Meetings
- Teachers meet with students and their parent/guardian weekly or bi-weekly, but no longer than 20 days between meetings. At the first meeting:
 - Teacher and parent/guardian determine the day and time for regularly scheduled meetings.
 - Parents/Guardians are expected to contact the teacher (via e-mail or phone call) in the event of needing to reschedule a meeting.

Conferences

A parent/guardian can request a conference with a teacher, counselor, or administrator by completing the Request for Assistance form or contacting the teacher or office staff. Request for Assistance forms are available at the sign-in table or from an office staff member.

Staff Accessibility

Staff contact information (phone extension and e-mail address) can be found on the school website and in the student planner.

Parent-Community Engagement Opportunities

Hearthstone holds four (4) all-school events each year that include families and community members. The events are interactive and promote Hearthstone's positive school culture. Other events such as field trips and guest speakers take place throughout the school year in which all families and community members are invited.

All School events include:

- The Hearthstone Harvest Festival is the fall event where staff provide educational interactive activities for families and community members. The Garden Club provides healthy snacks and plants for purchase from our garden, and provide food for attendees.
- The All School Skate is one of the winter events in which students and families in grades K-12 can attend a skating field trip. Community members are always welcome to join in the fun, and many parents attend with their children.
- The Gratitude Gathering is a winter event in which community members and partners, staff, and parents participate in a school community soup cook-off. The Garden Club provides healthy snacks made from the school garden, and the school sells raffle tickets for various prize baskets. The community is drawn in through donations and BCOE staff are invited to participate as well.
- The Expo is the spring event in which staff showcase student work around the school. The community is invited to experience various presentations by students and staff as well as join the staff for dinner.

OTHER

Staff Professional Learning

The Hearthstone staff participates in regular professional development to ensure high-quality instruction for students at all levels. The school provides professional development through whole-staff and grade-level staff meetings, as well as additional PD opportunities, as requested by staff. The LEA aligns professional development paid from federal funding to Charter, LCAP and SPSA goals and action steps designed to support high-risk youth. 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

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(PLC) that promote a high level of instructional leadership and professional learning to ensure great teaching for every student every day.

Food Services

According to the Free and Reduced Lunch Program, Hearthstone School provides morning snack and lunch, daily, at no cost to students. Those snacks meet our Butte County Office of Education wellness policy guidelines. Hearthstone School includes nutrition education in their health curriculum.

Suicide Prevention

The County Superintendent recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the County Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by Butte County Office of Education, the County Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures and strategies shall include, but are not limited to:

- 1) Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades
- 2) Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- 3) Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
- 4) The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
- 5) Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- 6) Crisis intervention procedures for addressing suicide threats or attempts
- 7) Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

ATTENDANCE

Pupil Attendance and Absences

Daily attendance is a key element in the educational and social progress of students. All children between the ages of 6 and 18, whom not exempted, are required to attend school. Days of attendance are measured by assignments completed. To comply with attendance requirements for Hearthstone, students and parents must:

- Complete assignments as outlined on the Student Learning Plan
- Meet regularly with the assigned staff members(s)

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- Attend assigned on site classes

Hearthstone provides personalized learning through Independent Study and opportunities for first instruction through a Hybrid Option (blended Independent Study with classroom instruction) that aims to strengthen the school's relationship with parents and community to prepare students for a career, college and life.

Missing a scheduled appointment, lack of attendance in on site classes, or failure to complete assignments may result in an immediate attendance referral and potential disenrollment (refer to Enrollment and Disenrollment). Hybrid classes require a commitment to attendance and promptness. Lack of attendance in on site classes will result in loss of the Hybrid Option.

Excused and Unexcused Absences

There are no excused absences at Hearthstone. Students may be excused from classroom activities for illness. This does not exempt them from completing the work assigned independently. If an illness is significant enough to require exemption from work assigned independently a doctor's note will be required.

Three absences are considered significant; the student will be placed on Academic Probation and may result in action up to and including disenrollment in classes.

Late Arrival and Early Departure Instructions

Students are to be dropped off/picked up no more than 15 minutes prior to/after start of class and scheduled meetings. Parents and students must ensure the student has school work to complete if they have more than 15 unstructured minutes between classes.

Truancy

Students are considered truant when they have six (6) unexcused absences within one (1) year and will be reported to the Student Attendance Review Board and may result in disenrollment.

Students and parents/guardians may choose that the student return to the traditional school setting if this model is not working for them.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Pursuant to Education Code Section 49428 as amended by AB-2022 in September, 2018, schools are required to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community. Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide information about other options to access mental health services within the community. To access mental health services within the community, please contact the Butte County Department of Behavioral Health at 88 Table Mountain Blvd., Oroville, CA 95965, 530.538.2158, www.buttecounty.net/behavioralhealth/

Hearthstone provides the following counseling services:

- one-on-one counseling
- small group counseling/support
- mediation
- Butte County Behavioral Health referral
- ERMHS referral

Butte County Behavioral Health Inserts



BUTTE COUNTY DEPARTMENT OF BEHAVIORAL HEALTH: HERE TO SERVE YOU

Butte County Department of Behavioral Health remains committed to providing mental health, prevention and substance use disorder services to you during the Coronavirus crisis!

- ◆ We are **accepting new referrals** for SUD and Mental Health Services for all beneficiaries with Butte County Medi-Cal
- ◆ Students may **continue to be referred** through BCDBH at DBHQM@buttecounty.net
- ◆ Services are provided via Video or Phone
- ◆ Each of our community partners have joined us in the commitment to **continue to serve** Butte County's youth during these unprecedented times



**Contact us: DBHQM@buttecounty.net
(530) 879-2456**

Visit us: www.buttecounty.net/behavioralhealth/

Crisis Line: (530) 891-2180 or (800) 334-6622

Talk Line: (855) 582-5554





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- ◆ Each of our community partners have joined us in the commitment to **continue to serve** Butte County's beneficiaries during these unprecedented times
- ◆ Services are being provided by Video or Phone

Contact us today to discuss our services

Visit us online: www.buttecounty.net/behavioralhealth

Chico

Youth Mental Health: (530) 891-2945
Adult Mental Health: (530) 891-2784
Substance Use Disorder: (530) 879-3950
Perinatal: (530) 879-3363

Oroville

Youth Mental Health: (530) 538-2158
Adult Mental Health: (530) 538-7705
Substance Use Disorder: (530) 532-7277
Perinatal: (530) 538-4359

Paradise

Youth Mental Health: (530) 872-6328
Adult Mental Health: (530) 877-5845

Gridley

Youth & Adult Mental Health: (530) 846-7309

Prevention Services: <http://www.butteyouthnow.org>

Crisis Line: (530) 891-2180 or (800) 334-6622 Talk Line: (855) 582-5554

BCOE Local Services Guide

Disclaimer: This guide was adapted from California Children's Services and has been updated.

California Children's Services

Administrative Office

2491 Carmichael Drive, Suite 400

Chico, CA 95928

(530) 895-6546

Medical Therapy Programs

Little Chico Creek Elementary School

2090 Amanda Way
Chico, CA 95928

(530) 879-7408

Sierra Del Oro Elementary School

2900 Wyandotte Avenue
Oroville, CA 95966

(530) 532-5696

This document is to be used as a resource and is not a guarantee of services by these providers. Please use this as an informational guide and contact the appropriate agency with questions regarding services they provide.

Counseling and Mental Health Services

African American Family and Cultural Center

Support groups, activities, and classes for African Americans in the Oroville area.

African American Cultural Center (530) 532-1205

3300 Spencer Avenue, Oroville, CA 95966

Butte County Department of Behavioral Health

Provides 24-hour telephone and personal crisis intervention and counseling by appointment. Substance abuse services, group counseling, and referrals to in-patient substance abuse facilities.

Crisis Intervention Toll Free Line (800) 334-6622

Local Crisis Intervention Line: (530) 891-2810

Chico Community Counseling Center: (530) 891-2945

109 Parmac Road, Chico, CA 95926

Chico Adult Outpatient Center: (530) 891-2784

560 Cohasset Road, #175, Chico, CA 95926

Oroville Adult Services: (530) 538-7277

18 County Center Drive, Oroville, CA 95965

Butte County Behavioral Health: (530) 846-7305

995 Spruce Street, Gridley, CA 95948

Paradise Adult Services: (530) 877-5845

7200 Skyway, Paradise, 95969

Adult Inpatient Psychiatric Health Facility: (530) 891-2775

592 Rio Lindo Avenue, Chico, CA 95926

Psychiatric Health Facility for individuals on 72-hour hold

Iversen Wellness and Recovery Center: (530) 879-3311

492 Rio Lindo Avenue, Chico, CA 95926

California State University, Chico Counseling Training Center

Free counseling provided by CSU, Chico Graduate students.

CSUC Counseling Training Center (530) 898-6345

Catalyst Domestic Violence Services

Domestic, family, and relationship violence prevention and education, crisis help, shelter, safety planning, and counseling.

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24 Hour Hotline (800) 895-8476

Catalyst (530) 532-6427

1931 Arlin Rhine Drive, Oroville, CA 95966

Feather River Tribal Health

Provides behavioral health services. Accepts Medi-Cal and Medi-Care.

Feather River Tribal Health (530) 534-5394

2145 5th Avenue, Oroville, CA95965

The Growing Place

Counseling center, providing a wide range of psychotherapy, life coaching, and mental health education.

The Growing Place (530) 588-0448

1074 East Avenue, Suite A4, Chico, CA 95926

Hmong Cultural Center of Butte County

Individual and family support, referrals for general social services, and support groups.

Hmong Cultural Center (530) 534-7474

1940 Feather River Blvd, Suite H, Oroville, CA 95965

Northern Valley Catholic Social Services (NVCSS)

Low-cost or free counseling and support services to individuals and families.

NVCSS Chico (530) 345-1600

10 Independence Circle Chico, CA 95973

NVCSS Gridley (530) 846-6175

996 Spruce Street, #A, Gridley, CA 95948

NVCSS Oroville (530) 538-8221

2185 Baldwin Avenue, Oroville, CA 95966

NVCSS Red Bluff (530) 528-8066

220 Sycamore Street, Suite 101, Red Bluff, CA 96080

Northern Valley Talk Line

Free telephone support for those needing non-crisis response to troubles, questions, and concerns.

Northern Valley Talk Line (855) 582-5554

Rape Crisis Intervention and Prevention

Emergency help for sexual assault, counseling, and support groups.

Crisis Line (530) 342-7273

Office (530) 891-1331

2889 Cohasset Road #2, Chico, CA 95973

Shalom Free Clinic

Free drug and alcohol intervention, mental and behavioral health counseling and referrals, and health screenings and education.

Shalom Free Clinic (530) 342-2445
1010 Mangrove Avenue, Suite D Chico, CA 95926

Stonewall Alliance Center
Outreach to LGBTQ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk.

Stonewall Alliance (530) 893-3336
358 East 6th Street, Chico, CA 95928

Victor
Programs and support for children, youth, young adults and families.

Victor (530) 267-1700
1360 East Lassen Avenue, Chico, CA 95973

Youth for Change
Counseling services for children and adolescents.

Youth for Change (530) 877-1965
3259 Esplanade, Suite 103, Chico, CA 95973

Family Resources

Boys and Girls Club
Recreation, education and leadership programs for children and teens.

Chico Clubhouse (530) 899-0335
601 Wall Street, Chico, CA 95928

Chico Teen Center (530) 899-0335
628 Wall Street, Chico, CA 95928

numbers all disconnected

Oroville (530) 533-4074
2959 Lower Wyandotte Road, Oroville, CA 95965

Butte Community College
Main Campus (530) 895- 2511
3536 Butte Campus Drive, Oroville, CA 95965

Chico Center (530) 895-1352
2320 Forest Avenue, Chico, CA 95928

Butte County 211
24-hour quick access to free and low-cost services in Butte County.

Butte 211 Dial 211
www.helpcentral.org

Butte County Department of Employment and Social Services (DESS)
DESS Chico (530) 895-4364

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765 East Avenue Chico, CA 95926

DESS Oroville (530) 538-7711

78 Table Mountain Blvd, Oroville, CA 95965

Adult Protective Services (530) 538- 7883

Adult Protective Services Reporting Line (800) 664-9774

In-Home Supportive Services 530-538-7538

Public Guardian (530) 538-7251

Butte County Library

Free access to books and computers.

Chico Library (530) 891-2726

1108 Sherman Avenue, Chico, CA 95926

Oroville Library (530) 538-7641

1820 Mitchell Avenue, Oroville, CA 95966

Biggs Library (530) 868-5724

464A B Street, Biggs, CA 95917

Durham Library (530) 879-3835

2545 Durham-Dayton Hwy, Durham, CA 95938

Gridley Library (530) 846-3323

299 Spruce Street, Gridley, CA 95948

Literacy Services (888) 538-7198

CalFresh

Food stamp benefits for eligible families and people.

CalFresh (877) 410-8803

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

CalWORKs

Temporary financial assistance and employment-related services to needy families with minor children.

CalWORKs (877) 410-8803

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

California Low Cost Auto Insurance

Low cost auto insurance for qualifying California residents.

Low Cost Auto Insurance (866) 602-8861

www.mylowcostauto.com

**California State University, Chico
CSUC**

(530) 898-4636

400 West 1st Street, Chico, CA 95929

Caring Choices

Home safety evaluation and equipment for families with children under the age of 5 years.

Caring Choices

(530) 899-3873

1398 Ridgewood Drive, Chico, CA 95973

Center for Healthy Communities

CalFresh outreach and nutrition education.

Center for Healthy Communities

(530) 898-5323

25 Main Street, #101, Chico, CA 95926

Chico Area Recreation and Park District

Recreation programs, community events, and classes for children, adults, and seniors.

CARD

(530) 895-4711

545 Vallombrosa Avenue, Chico, CA 95926

Computers for Classrooms, Inc.

Provides working computers for low income families and individuals.

Computers for Classrooms

(530) 895-4175

411 Otterson Drive, Suite 100, Chico, CA 95928

Facebook for Sale Groups

Chico Needs: <https://www.facebook.com/groups/ChicoNeeds/>

Chico Needs II: <https://www.facebook.com/groups/294345793953524/>

Butte County's Virtual Yard Sale: <https://www.facebook.com/groups/105386366278218/>

Four Winds Indian Education Center

After school programs, GED preparation, cultural classes, and health education and prevention.

Four Winds

(530) 895-4212

2345 Fair Street, Building 6, Chico, CA 95928

Freecycle Network

Online network for free and donated items.

Chico: <https://groups.freecycle.org/group/ChicoCA/>

Oroville: <https://groups.freecycle.org/group/OrovilleCA/>

National Parent Helpline

Emotional support, listening, and referrals to parenting resources and support.

Helpline

(855) 427-2736

www.nationalparenthelpline.org

(855) 4 A PARENT

Oroville Adult Education Center

Academic and vocational training for all ages.

Approved May 2020

Oroville Adult Education**(530) 538-5350**

2750 Mitchell Avenue, Oroville CA 95966

Valley Oak Children's Services

Childcare referrals and programs for low-income families.

Valley Oak**(530) 895-3572**

3120 Cohasset Road, #6, Chico, CA 95973

Health and Wellness

Addus Home Health Services

Skilled nursing, home rehabilitation, attendant registry for In-Home-Supportive Services recipients.

Addus**(530) 566-0405**

196 Cohasset Road, #270 Chico, CA 95926

Ampla Health

Comprehensive medical and dental services, accepts Medi-Cal.

Chico**(530) 342-4395**

680 Cohasset Road, Chico, CA 95926

Chico Dental**(530) 342-6065**

236 West East Avenue, Suite H, Chico, CA 95926

Oroville**(530) 534-7500**

2800 Lincoln Street, Oroville, CA 95966

Gridley**(530) 846-6231**

520 Kentucky Street, Gridley, CA 95948

Butte County Public Health

Free family planning services, immunizations, confidential testing, and health education services.

Chico Clinic**(530) 879-3665**

695 Oleander Avenue, Chico, CA 95926

Oroville Clinic**(530) 538-7341**

78 Table Mountain Blvd, Oroville, CA 95965

Tobacco Information**(530) 552-4000**

202 Mira Loma Drive, Oroville, CA 95965

Butte Home Health and Hospice

Home health care services, accepts Medi-Cal.

Butte Home Health and Hospice**(530) 895-0462**

10 Constitution Drive, Chico, CA 95973

Caring for Women Pregnancy

Free and confidential pregnancy resource for women.

Approved May 2020

<p>Caring for Women 2362 Lincoln Street, Oroville, CA 95966</p>	(530) 532-9362
<p>Covered California Covered CA www.coveredca.com</p>	(800) 300-5813
<p>Enloe Medical Center 24-hour acute care hospital, Level II Trauma Center.</p>	
<p>Hospital 1531 Esplanade, Chico, CA 95926</p>	(530) 332-7300
<p>Enloe Prompt Care Immediate medical services not requiring emergency care.</p>	
<p>California Park 888 Lakeside Village Commons, Chico, CA 95928</p>	(530) 332-6850
<p>Cohasset 560 Cohasset Road, Chico, CA 95926</p>	(530) 332-4111
<p>Feather River Health Center Outpatient facility providing medical services for children and adults.</p>	
<p>Health Center 5125 Skyway, Paradise, CA 95969</p>	(530) 872-2000
<p>Adventist Health 24-hour acute care hospital.</p>	
<p>Hospital 5974 Pentz Road, Paradise, CA 95969</p>	(530) 877-9361
<p>Feather River Tribal Health Health and wellness services for families.</p>	
<p>FRTH 2145 5th Avenue, Oroville, CA 95965</p>	(530) 534-5394
<p>Leukemia and Lymphoma Society Free blood cancer information, education, and support for patients, survivors, families, and healthcare professionals.</p>	
<p>Leukemia and Lymphoma Society 7750 College Town Drive, #210, Sacramento, CA 95826</p>	(916) 929-4720
<p>Medi-Cal</p>	
<p>Chico 765 East Avenue, Suite 200, Chico, CA 95926</p>	(530) 879-3479
<p>Oroville 78 Table Mountain Blvd, Oroville, CA 95965</p>	(530) 538-7301

Northern Valley Indian Health

Provides medical and dental services, all patients welcome.

NVIH (530) 896-9400

845 W. East Avenue, Chico, CA 95926

Chico Cohasset Dental and Women's Health (530) 433-2500

500 Cohasset Road, Suite 15 Chico, CA 95926

Children's Health Center (530) 781-1440

1515 Springfield Drive, Chico, CA 95928

Orchard Hospital

24-hour acute care hospital.

Hospital (530) 846-9000

240 Spruce Street, Gridley, CA 95948

Oroville Hospital

24-hour acute care hospital.

Hospital (530) 533-8500

2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center

Adult day health care services.

Peg Taylor Center (530) 342-2345

124 Parmac Road, Chico, CA 95926

Planned Parenthood

Sexual and reproductive healthcare services for everyone.

Planned Parenthood (530) 342-8367

3100 Cohasset Road, Chico, CA 95973 (800) 230-7526

Project S.A.V.E. Chico

Collects and re-distributes quality recycled medical and dental equipment and supplies, free of charge.

S.A.V.E. (530) 680-5974

2553 Hwy 32 (Inside the East and 32 Mini Storage), Chico, CA 95973

Samaritan Free Clinic

Free basic medical care and mental health counseling to low income, uninsured and underinsured individuals.

Luther Hall (530) 872-7085

780 Luther Drive, Paradise, CA 95969

Shalom Free Clinic

Health screenings, prescription payment assistance, and mental and behavioral health counseling.

Shalom Free Clinic (530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center

Approved May 2020

Annual free screening clinics in Butte County for children with special health conditions.

Shriners

(916) 920-4107

3262 Marysville Blvd, Sacramento, CA 95815

<http://www.facebook.com/ChicoShrineClub>

Social Security Administration

Social security benefits including retirement, survivors, disability, and SSI.

Chico

(866) 964-7585

1370 E Lassen Avenue #150, Chico, CA 95973

Oroville

(866) 331-7130

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

Low cost feminist healthcare for women.

Women's Health Specialists

(530) 891-1911

1469 Humboldt Road, Suite 200, Chico, CA 95928

Women's Resource Clinic

All services are free: Pregnancy Tests and Verification, Education on Options, Post Abortion Counseling, Earn While You Learn Parenting Program, Ultrasound Imaging, and Referrals to Physicians/Midwives.

Clinic & 24-hour Hotline

(530) 897-6100

115 West 2nd Avenue, Chico, CA 95926

Mobile Medical Clinic

1492 East Avenue, across from PV High School

Tuesday: 11:00 AM – 4:00 PM

Disability Services

Ability First Sports Camp

Sports camp provided through Chico State for children with disabilities.

Ability First

(530) 588-0335

<http://www.facebook.com/abilityfirstsports>

ARC of Butte County

Services for individuals with disabilities, including respite care and support groups.

Chico

(530) 891-5865

2020 Park Avenue, Chico, CA 95928

Oroville

(530) 532-1272

2745 Oro Dam Blvd E, Oroville, CA 95966

Autism Lifespan

Networking and support for families of children with special needs.

Autism Lifespan

(530) 897-0300

2418 Cohasset Road, Unit 150, Chico, CA 95926

Approved May 2020

Brain Injury Coalition

Resource information and support for individuals suffering from brain injuries.

Brain Injury Coalition**(530) 342-3118**

341 Broadway Street, Suite 311 Chico, CA 95929

Butte Community College: Disabled Student Program and Services

Support services for Butte College students with disabilities.

Disabled Student Program & Services**(530) 895-2455**

3536 Butte Campus Drive, Oroville, CA 95965

Caminar For Mental Health

Support services for individuals with developmental disabilities, including independent living, housing, and employment services.

Caminar**(530) 343-4421**

376 Rio Lindo Avenue, Chico, CA 95926

CSU, Chico Accessibility Resource Center

Support services for Chico State students with disabilities.

Accessibility Resource Center**(530) 898-5959**

400 W. First Street, Chico, CA 95929

Student Services Center 170

CSU, Chico Autism Clinic

Diagnostic evaluations, assessment, and programs for individuals with autism.

Autism Clinic**(530) 898-6373**

400 W. First Street, Chico, CA 95929

Yolo Hall Room 243

CSU, Chico Center for Communication Disorders

Speech and language services provided by graduate student clinicians.

Center for Communication Disorders**(530) 898-5871**

400 W. First Street, Chico, CA 95929

Deaf and Disabled Telecommunications Program**Telecommunications Program****(800) 806-1191**

<http://ddtp.cpuc.ca.gov/>

Disability Action Center

Free support and advocacy for individuals with special needs, including rental housing, referrals, assistive technology, durable medical equipment, etc.

Disability Action Center**(530) 893-8527**

1161 East Avenue, Chico, CA 95926

Disability Rights California

Legal advocacy for people living with disabilities.

Disability Rights**(800) 776-5746**

Approved May 2020

1280 East 9th Street, Unit E, Chico, CA 95928

(530) 345-1299

Do-It Leisure

Recreation for developmentally disabled individuals.

Do-It Leisure

(530) 343-6055

2233 Fair Street, Chico, CA 95928

Easter Seals

Services for children and adults with disabilities.

Yuba City

(916) 673-4585

1670 Sierra Avenue, #601, Yuba City, CA 95993

Sacramento

(916) 485-6711

3205 Hurley Way, Sacramento, CA 95864

Far Northern Regional Center

Community referrals and advocacy for individuals with developmental disabilities.

Far Northern

(530) 895-8633

1377 East Lassen Avenue, Chico, CA 95973

Feather River Industries

Vocational training and work services for disabled adults.

Feather River Industries

(530) 533-7008

1811 Kusel Road, Oroville, CA 95966

Handi-Riders of Northern California

Horseback riding for people living with disabilities.

Handi-Riders

(530) 533-5333

1391 Clark Road, Oroville, CA 95965

Hartford Place

Apartment building for people with developmental disabilities.

Hartford Place

(530) 345-2029

2058 Hartford Drive, Chico, CA 95928

Home Health Care Management

Assistance with caring for special needs individuals.

Home Health

(530) 343-0727

1398 Ridgewood Drive, Chico, CA 95973

Meals on Wheels

Meal delivery to individuals with health concerns, disability or elderly.

Chico

(530) 343-9147

2836 Morseman Avenue, Chico, CA 95973

Paradise

5974 Pentz Road, Paradise, CA 95969

NorCal Services for Deaf and Hard of Hearing

Support services for people who are deaf and hard-of-hearing.

DeafJOBS Answering Service

(530) 740-7803

TTY

(530) 740-7802

1521 Butte House Road, Yuba City, CA 95993

Office of Client's Rights Advocacy

Legal advocacy for clients of Far Northern Regional Services.

Client's Rights Advocacy

(530) 345-4113

1280 East 9th Street, Unit E, Chico, CA 95928

Passages Caregiver Resource Center

Services and respite care for caregivers.

Passages

(530) 898-5923

25 Main Street, Suite 202, Chico, CA 95929

Rowell Family Empowerment

Information and support services for families of children with special needs.

Rowell Family Empowerment

(530) 226-5129

3330 Churncreek Road, Suite A-1, Redding, CA 96002

State Department of Rehabilitation

Vocational testing and job placement assistance for disabled people.

Chico

(530) 895-5507

470 Rio Lindo Avenue, Suite 4, Chico, CA 95926

Oroville

(530) 538-6856

78 Table Mountain Blvd., Oroville, CA 95965

Society for the Blind

Support services for individuals who are visually impaired.

Office

(916) 452-8271

1238 S Street, Sacramento, CA 95811

Senior Impact Project

(916) 889-7516

State Council on Developmental Disabilities

State agency providing advocacy on behalf on individuals with disabilities.

Office

(530) 895-4027

1367 E. Lassen Avenue #B3, Chico, CA 95973

Wings of Eagles

Financial assistance for families with a seriously ill child.

Office

(530) 893-9231

1380 Filbert Avenue, Chico, CA 95926

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

2255 Fair Street, Chico, CA 95928

(530) 343-7994

Housing

City of Chico City Housing and Neighborhood Services

Referrals to low income and affordable housing.

Housing and Neighborhood Services

411 Main Street, 2nd Floor, Chico, CA 95928

(530) 879-6300

Community Action Agency of Butte County

Services, resources, and advocacy for economically and socially disadvantaged individuals, including transitional housing for families.

Community Action Agency

181 East Shasta Avenue, Chico, CA 95973

(530) 712-2600

Community Housing Improvement Program

Low income apartment rentals and credit counseling.

Community Housing Improvement Program

1001 Willow Street, Chico, CA 95928

(530) 891-6931

Oroville Housing Department

Housing programs for income qualified families.

Oroville Housing Department

1735 Montgomery Street, Oroville, CA 95965

(530) 538-2495

Habitat for Humanity of Butte County

Homebuilding and home repair for families who qualify for the program.

Habitat for Humanity

220 Meyers Street, Chico, CA 95928

(530) 343-7423

Housing Authority of the County of Butte

Housing assistance for low income residents of Butte County, including Section 8.

Housing Authority

2039 Forest Avenue, Chico, CA 95928

(530) 895-4474

Keep Your Home California

Free service for homeowners suffering from financial difficulties.

Keep Your Home California

keepyourhomecalifornia.org

(888) 954- 5338

(888) 954-KEEP

Town of Paradise Housing Program

Deferred, low-interest loans to eligible first-time home buyers.

Housing Program

(530) 872-6291

5555 Skyway, Paradise, CA 95969

Legal Services

Butte County Self Help and Referral Program (SHARP)

Referral program for self-represented litigants.

Chico

(530) 532-7024

1775 Concord Avenue, Chico, CA 95928

Oroville

(530) 532-7015

One Court Street, Oroville, CA 95965

Butte County Victim Witness

Assistance to victims of violent crimes, including compensation and counseling.

Victim Witness

(530) 538-7340

25 County Center Drive, #218, Oroville, CA95965

Legal Services of Northern California

Free legal services and assistance for low income families.

Legal Services of Northern California

(530) 345-9491

541 Normal Street, Chico, CA 95928

Community Legal Information Center

Free legal information and referrals.

Community Legal Information Center

(530) 898-4354

25 Main Street, #102, Chico, CA 95928

Northern California Immigrant Resource Center

Free legal assistance to immigrants in the community.

Immigrant Resource Center

(530) 715-2300

20 Constitution Drive, Suite B, Chico, CA 95973

Superior Court of California, County of Butte County

www.buttecourt.ca.gov

Butte County Courthouse

(530) 532-7002

One Court Street, Oroville, CA 95965

Appeals

(530) 532-7023

Court Administration

(530) 532-7013

Court Compliance

(530) 532-7014

Criminal

(530) 532-7011

Jury

(530) 532-7001

Juvenile Delinquency

(530) 532-7023

Mediation

(530) 532-7003

Traffic	(530) 532-7005
North Butte County Courthouse 1775 Concord Avenue, Chico, CA 95928	(530) 532-7002
Civil Division	(530) 532-7009
Court Compliance	(530) 532-7014
Family Law	(530) 532-7008
Juvenile Dependency	(530) 532-7010
Probate Division	(530) 532-7017
Traffic Division	(530) 532-7005

Emergency Assistance Services

6th Street Center for Youth

Safe place and services for youth ages 14-24.

Youth Center 130 West 6 th Street, Chico, CA 95928	(530) 894-8008
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American Red Cross

Emergency shelter, food, and clothing.

Yuba City 2125 East West Onstott Frontage Road, Yuba City, CA 95991	(530) 673-1460
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Butte County Adult Protective Services

Report abuse occurring in Butte County. Abuse of an elder or dependent adult includes physical abuse, neglect, financial abuse, abandonment, or abduction.

Adult Protective Services	(800) 664-9774
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Catholic Ladies Relief Society

Emergency assistance with food, PG&E utility bill, gas for vehicle, bus tickets, and non-narcotic prescription needs.

Office 1386 Longfellow Avenue, Chico, CA 95926	(530) 895-8331
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Cherokee Restoration Fellowship

Weekly food distribution.

Office 2041 Fogg Avenue, Oroville, CA 95965	(530) 534-3663
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Children's Services Division

Services and intervention for abused and neglected children and their families.

24-hour Abuse Hotline	1-800-400-0902
North County Office	(530) 879-3731

765 East Avenue, Suite 120 Chico, CA 95926

PO Box 1649 Oroville, CA 95965 (Mailing Address)

South County Office

(530) 538-7882

78 Table Mountain Blvd., Oroville, CA 95965

Father's House Church Food Pantry

Food distribution every Friday at 1:00 PM.

Food Pantry

(530) 534-4140

2833 Fort Wayne Street, Oroville, CA 95966

Gridley Community Center

Food distribution, WIC, parenting classes, and after school teen center.

Gridley Community Center

(530) 538-7534

200 East Spruce Street, Gridley, CA 95948

Permanently closed

Jesus Center

Services for individuals experiencing homelessness. Free breakfast 7:30 – 8:30 AM and dinner 3:30 – 4:30 PM, showers for men 7:00 – 8:30AM, showers for women 1:30 – 3:30 PM.

Jesus Center

(530) 345-2640

1297 Park Avenue, Chico, CA 95928

Oroville Hope Center

Assistance with housing for homeless individuals and families.

Hope Center

(530) 538-8398

1950 Kitrick Avenue, Suite A, Oroville, CA 95966

Oroville Rescue Mission

Free meals and shelter for homeless individuals in Oroville area.

Administrative Office

(530) 533-9120

2150 Bird Street, Oroville, CA 95965

Men's Shelter

(530) 534-9541

Women's Shelter

(530) 533-0351

4250 Lincoln Blvd, Oroville, CA 95966

Paradise Ridge Family Resource Center

Family support, basic needs assistance, parent support, classes, and food distribution.

Family Resource Center

(530) 872-3896

6249 Skyway, Paradise, CA 95969

Salvation Army

Short-term assistance with basic needs and supplies.

Toll Free

(800) 728-7825

Chico (530) 342-1871
567 E. 16th St Chico, 95928

Oroville (530) 534-7155
1640 Washington Ave Oroville, 95966

Torres Community Shelter

Temporary housing and services for homeless men, women, and children. Check in at 5:00-6:00 PM.

Torres Shelter (530) 891-9048
101 Silver Dollar Way, Chico, CA 95928

Transportation Services

American Cancer Society

Available help on a “case by case basis” for clients with a cancer diagnosis. Call to access financial and transportation assistance. Discount rates offered for some hotels near major hospitals. Call at least two weeks in advance.

Toll Free (800) 227-2345
www.cancer.org

American Kidney Fund

Financial assistance referral must be made from hospital social worker only. For transplant patients, will provide transportation expenses. For dialysis patients, will provide more extensive transportation support. Maximum grant for car repair is \$150 twice a year.

Toll Free (800) 638-8299
www.kidneyfund.org

Angel Flight West

Non-emergency air travel for people with serious medical conditions.

Toll Free (888) 4-AN-ANGEL
www.angelflightwest.org (888) 426-2643

Butte Regional Transit

Daily bus services and ADA para-transit services for those who qualify.

Toll Free (800) 822-8145
B- Line (530) 342-0221
326 Huss Drive, Suite 150, Chico, CA 95928
www.blinetransit.com

Catholic Ladies Association

Referral to “Joan” regarding out of town medical appointments for emergency transportation funds.

Catholic Ladies Association (530) 895-8331
1386 Longfellow Avenue, Chico, CA 95926

Adventist Health Home Care & Hospice Feather River

Approved May 2020

Home health and hospice care.

Adventist Health Home Care & Hospice Feather River
500 Orient Street, Suite 105 Chico, CA 95928

(530) 877-8755

Medi-Cal Managed Care

Free transportation to your Medi-Cal medical appointments. Call your Medi-Cal provider at least 10 days before your appointment.

Anthem Blue Cross

(877) 931-4755

California Health and Wellness

(866) 842-0631

All phone numbers disconnected, cannot find a new number

Shriners Hospital for Children

Free van transportation program for Shriner's patients and their families only. Must give three days prior notice.

Veronica

(916) 453-2095

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with primarily cancer or life-threatening illnesses. \$100 per month for transportation expenses, there is also a family car repair program.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

(530) 228-2398

www.wingsofeagles.org (both numbers are for Chico, Wings of Eagles is not in Redding)

Work Training Center

Transportation system offered by WTC for those unable to use public transportation.

WTC

(530) 343-7994

2255 Fair Street, Chico, CA 95928

Transition Services

Disability Benefits 101

Many people with disabilities fear that if they go to work, they'll lose needed health care and other disability benefits. DB101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help you make informed choices and show you how you can make work part of your plan.

ca.db101.org

Genetically Handicapped Persons Program (GHPP)

The GHPP is a health care program for adults with certain genetic diseases. It helps people who are on GHPP with their health care needs. It works with doctors, nurses, pharmacists, and other members of the health care team in providing many types of health services.

GHPP

(916) 552-9105 (option #2)

MS 8100, PO Box 997413, Sacramento, CA 95899-7413

www.dhcs.ca.gov/services/ghpp/Pages/default.aspx

Got Transition

Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals, and youth and families.

www.gottransition.org

Independent Living Services of Northern California

Disability Action Center (DAC) is a nonprofit organization helping community members with disabilities to achieve and/or maintain their optimal level of self-reliance and independence.

Disability Action Center

(530) 893-8527

1161 East Avenue, Chico, CA 95926

actionctr.org

Office of Disability Employment Policy (ODEP)

Promoting policies and coordinating with employers and all levels of government to increase workplace success for people with disabilities.

Office of Disability Employment Policy

U.S. Department of Labor

200 Constitution Ave. NW

Washington, DC 20210

1-866-ODEP-DOL or by email: odep@dol.gov.

When You're 18 You Are in Charge of Your Health

www.acphd.org/media/121171/transition_health_care.pdf

Farmers Markets

Gridley Farmers Market

Gridley District Office

(530) 846-4557

239 Sycamore Street, Gridley, CA 95948

Tuesday Market

Daddow Park: between Hazel and Sycamore Streets

June to August 5:30-8:00 PM

Oroville Chico Paradise Farmers Market

Chico Certified Farmers Markets (CCFM)

(530) 893-FARM

PO Box 455, Chico, CA 95927

(530) 893-3276

chicofarmersmarket.com

CHICO:

Wednesday Market

North Valley Plaza Mall Parking Lot: Pillsbury Road adjacent to Trader Joe's

Year Round. 8:00 AM – 1:00 PM

Approved May 2020

Thursday Night Market

Downtown Chico: Broadway between 2nd and 5th Streets
April to last week of September. 6:00 - 9:00 PM

Saturday Market

Downtown Chico Municipal Parking Lot: 2nd Street & Wall Street
Year Round. 7:30 AM – 1:00 PM

OROVILLE:

Saturday Market

Downtown Oroville: Montgomery Street and Myers Street
May to last week of October. 7:30 AM – 12:00 PM

Oroville Hospital Community Farmer's Market

Every Wednesday from first week of May (May 6th) to September 30th from 9:00 AM to 2:00 PM

Dove's Landing Parking Area 1450 Oro Dam Boulevard

PARADISE:

Tuesday Market

Paradise Alliance Church Parking Lot, 6491 Clark Road
7:30 AM – 12:00 PM

Volunteer Income Tax Assistance

www.buttecounty.net/bclibrary/TaxInfo

Dorothy F. Johnson Center

775 East 16th Street, Chico, CA 95928

Saturdays, February 1 through April 8: 9:00 AM to 3:00 PM

CARD Community Center

545 Vallombrosa Way, Chico, CA 95926

Mondays & Wednesdays, February 1 through April 8: 12:00 to 4:00 PM

CSU, Chico - Bell Memorial Union

400 West 1st Street, Chico, CA 95929

Mondays & Wednesdays, February 1 through April 8. 4:00 PM to 8:00 PM (closed during Spring Break & for the Cesar Chavez Holiday)

Oroville Branch Library, Meeting Room

Jim

(530) 534-1833

1820 Mitchell Avenue, Oroville, CA 95966

Tuesdays & Fridays, February 1 through April 15: 9:00 AM to noon on Fridays & 1:00 PM to 5:00 PM on Tuesdays
for an appointment please call: (530) 332-8576

African American Family & Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

(530) 532-1205

Wednesdays (Walk-in Day Only), January 23 through April 18: 9:30 AM to 12:00 PM,

Approved May 2020

Monday, Tuesday & Thursday: Call for an appointment.

Additional Resource Assistance

Butte 211
Helpcentral.org

211

Site Family Engagement Plan

Family Engagement Team		
<p><i>The school site family engagement team should include a variety of stakeholders, including certificated and classified staff. Please insert team member's names below. You are not required to fill each category and you may have more than one name in a category.</i></p>		
<p>Site Administrator: Nick Catomerisios</p>	<p>Teacher and/or counselor: Counselor-Brenda Ramos Teacher-Sarah Stewart Coordinator-Sheila Mathrole</p>	
<p>Parent Liaison: Shannon McInturf</p>	<p>Community Partner(s): Kelly Wyman, Parent Boys and Girls Club, potential Feather River Parks and Rec., potential</p>	
Current Level of Family/School Partnership		
<p><i>Describe how welcomed families feel at your school. Include evidence to support your statements. Are there any differences between families of different grade levels or different groups? If you need to gather evidence, describe how and by when you will complete this task.</i></p>		
<p>Response: Hearthstone school is progressing and excelling related to families feeling welcome.</p>	<p>Based on the Family and Community Metric Item: <i>Welcoming all Families into the School</i> Community Hearthstone staff rated ourselves a 2.32 out of 4 on family and community engagement metric.</p> <p>Additional evidence includes: LCAP Survey questions: <i>My input is actively sought after regarding decisions regarding education.</i> 87% of respondents scored agree to strongly agree.</p>	<p>Timeline, If No Evidence: By March, 2020 review data by grade level and years within the program from LCAP survey question to determine any differences between families and determine necessity for action plan.</p>
<p><i>Describe the extent to which families at your school understand effective ways to support their child's learning. Include evidence to support your statements. If you need to gather evidence, describe how and by when you will complete this task.</i></p>		
<p>Response: Families participate in orientation, grade level meetings and individual student meetings with a focus</p>	<p>Evidence: Based on the Family and Community Rubric item <i>Supporting Student Success</i> our school rated itself a 2.68.</p>	<p>Timeline, If No Evidence:</p>

on their student’s progress on their learning plan and tips for student success.	Evidence should be gathered on family and student perception of how well they understand effective ways to support their student or own learning.	By October 2019, teachers review parent responsibilities noted on Parent Compact and collect staff feedback on areas that need improvement.
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Existing Family Engagement Activities

Describe existing family engagement activities at your site and reflect on the extent to which the activities: (a) contribute to building trusting relationships; (b) connect to student learning; (c) support parent education. Include any suggestions to improve on trusting relationships, connections to student learning or parent education.

Back to School Night is an opportunity to bring families and school staff together within a positive way. Families are able to build connections and relationships with the entire school community through activities and sharing food. Typically, Back to School Night includes engaging STEM activities, information about the school year and activities connected to the school-wide positive behavior system (PBIS).

Orientation occurs for each grade level and family. This is an opportunity to talk about the nuts and bolts of the Hearthstone programs, what the school year will look like, and the family/home component of the program. Orientation is highly focused on student learning and describing the family/parent connection. Often teachers review essential skill sets important for student success.

The School Expo is an opportunity to engage the whole school community with activities which demonstrate student learning. There are engaging activities for families to participate in, led by teachers and students across grade levels. Examples of past events include: talent showcase, student presentations, activities connected to the garden program, sports activities, and engaging science activities.

The Gratitude Gathering is a school community building opportunity in which families, students, and staff gather together to share food and express gratitude for things in their lives. There is a crock pot cook off and a student talent show.

The Harvest Carnival is an opportunity at the beginning of the school year for student clubs to showcase their area of focus. Some of the clubs that showcase include: Bold Girls, Spanish Club; Student Leadership. This is also a fun night with various activities for families.

Grade Level Meetings k-8 are highly focused on student learning. The learning plans are described and students are submitting completed work. These meetings occur every twenty school days. These meetings span from being highly supportive for the younger students and families to more focused on paperwork and school tips in middle school. Recently, adjustments were made to a shortened time period in the morning so families and students can meet on their day of attendance. This will be monitored and revisited to ensure this approach is successful.

Individual meetings with families are specifically focused on student learning plans. This is a support available to all families dedicated to address any parent concerns.

Community Events and field trips (Salmon Festival, Feather Fiesta Day, All School Skate, etc.) provide an opportunity for families, students, and staff to gather and participate in events that build a positive school climate and connectedness to school. These events create opportunities for families and students to socialize which is important given the student population and structure of the hybrid and independent study programs.

School Site Council is an opportunity for parents, community members, students and staff to review all school data and develop action plans based on school needs.

Family Resource Center/Welcoming Presence. A goal of our program is to create opportunities on campus for families and students to work together and access resources relevant to family needs.

Parenting Partners is an eight-week parent workshop designed to support parents with developing skills to support their students learning.

Action items:

- By December 2019, develop a plan for providing ongoing communication (for example, add information connecting an event to learning on all fliers related to:
 - PBIS and connection to the home environment
 - essential skills related to student success, especially independent study skills
 - LCAP and LCAP survey results
 - school programs and opportunities
 - social emotional learning
 - physical education
- By September 2019, continue development of a parent volunteer program to solicit participation in school activities, including opportunities to support in the classroom and share skill sets they may have. Re-evaluate in September 2020.
- By May 2020, establish a showcase of Big Picture Learning and Project Based Learning at the School Expo with clear expectations for students and educators.
- By May 2021, solicit, review, and create action plan for:
 - from family, student and staff feedback on impact of grade level meetings regarding student success and areas of improvement. Ideas include gathering feedback via exit ticket or some way and using student data to see if there is a change (May 2020).
 - create or find measurement tool effective for individual high school meetings to measure the effectiveness of these meetings through stakeholder feedback (May 2021).

<ul style="list-style-type: none"> ○ needs assessment related to the family resource center (May 2021). ● By November 2019, conduct the second session of parenting partners across the entire K-12 population. 		
Strengthening Trusting Relationship		
<i>Based on responses above, describe the knowledge and skill the team would like educators to develop related to strengthening trusting relationships. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the time frame for implementation in this 3-year plan?</i>		
<p>Response:</p> <p>All staff will learn about the assets and challenges among families in the school community through individual family meetings.</p>	<p>Activities:</p> <p>Professional development identified challenges within the families within our community (for examples: trauma-informed practices, SEL, etc.)</p>	<p>Timeline & Resources/Training:</p> <p>Ongoing 2019-2021 with support from LEA related to professional development.</p>
Strengthening Connections to Student Learning		
<i>Based on responses above, describe the knowledge and skills the team would like educators to have related to strengthening connections of family engagement activities to student learning. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the time frame for implementation in this 3-year plan?</i>		
<p>Response:</p> <p>Educators will be able to create a connection between student learning to every event that is held, including social-emotional learning.</p>	<p>Activities:</p> <p>Any requests and fliers sent home for activities, assemblies, field trips, events should indicate a connection to student learning.</p>	<p>Timeline & Resources/Training:</p> <p>Ongoing from 2019-2021. Re-evaluate effectiveness by May, 2020.</p>
Strengthening Connections to Parent Education		
<i>Based on responses above, describe the knowledge and skills the team would like educators to have related to supporting their child's development, health and wellbeing. What will educators be able to do and what activities will accomplish these goals? How will the family engagement team know if the activities are happening and how effective they are? What resources, supports and trainings will the team gather/implement to support strengthening trusting relationships? What is the timeframe for implementation in this 3-year plan?</i>		
<p>Response:</p> <p>All family members will understand skills necessary for student success at each grade level, including health and emotional well-being.</p>	<p>Activities:</p> <p>Educators will be able to develop clear benchmarks for families regarding what students will be able to do at each grade level. This information will be available online and reviewed at orientation and grade level meetings.</p>	<p>Timeline & Resources/Training:</p> <p>By September, 2020 benchmarks will be developed and shared online, at orientation, and at grade level meetings.</p>

Communication Plan	
<i>Describe the family engagement team's communication plan for increasing two-way communication to include an awareness of family engagement and soliciting feedback and input on family engagement plans and activities from stakeholders. What is the timeline for implementation of these items/steps?</i>	
<p>This is an area where we can grow the most. It has been hard to adapt to all the different ways that families want information and to develop two-way communication. We have selected two areas to focus on:</p> <ul style="list-style-type: none"> ● Improve the usability of the website ● Use current events as an avenue sharing information and soliciting feedback in a more formalized way 	<p>Timeline for Implementation:</p> <ul style="list-style-type: none"> ● By May 2020, develop and post parent section on the website ● By May 2020, update all communication to families to include a way for families to contact the applicable person.

Note: If your team meets established goals in less than three years, create a new plan/ goals for continuous improvement.

School Compact

This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

Approved May 2020

School Responsibilities

As a school staff, we agree to support students' learning in the following ways:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teachers are trained to provide instruction using curriculum aligned to State Content standards.
 - A Multi-Tiered System of Support is implemented school-wide to meet the individual needs of students.
 - Teacher release time occurs for ongoing professional development. Teachers and staff also use this time to identify strategies to address the individual needs of students.

2. Communication:
 - Provide parents and family members with reasonable access to staff and frequent reports on their children's progress. Specifically, the school will:
 - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - Report cards completed every semester
 - Detailed Academic Probation letters within a timely manner
 - Staff respond to email and phone messages within a timely manner
 - Appointments are available with any staff member working with the student

3. Engagement:
 - Provide parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the achievement of their student
 1. Provide parents opportunities to volunteer and participate in their student's class, and to observe classroom activities
 2. Provide parents and family members with materials and training to help them improve the academic achievement of their student
 - a. Include, as appropriate, topics identified by parents/ family members
 - b. Provide trainings and information in a format, and where practicable, a language that parents and family members can understand
 3. Conduct other activities to encourage and support parents and family members in more fully participating in their student's education (example: family-led committees, resource centers)
 - Educate staff members in the value of parent and family member contributions and how to work with them as equal partners
 1. Use CA Department of Education Family Engagement Framework and research-based training materials
 2. Schedule training/ coaching with Title I LEA Family Engagement Coordinator

Parent Responsibilities

As parents, we agree to support our children's learning in the following ways:

- Provide first instruction for my child (K-8)
- Monitor work completion
- Participate in decisions related to my child's education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 15 minutes after classes and scheduled meetings
- Ensure that my student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes
- Follow all school policies (refer to handbook)

Approved May 2020

Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Stay current on school activities and events
- Follow the S.O.A.R behavior expectations at all times

Safety Plan

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review.

Safety Plan Vision

Hearthstone's School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is very comprehensive due to the

wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: "All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

It is the sincere hope of Hearthstone that no major crisis, disaster or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Components of the Comprehensive School Safety Plan (EC 32281)

Hearthstone School Safety Committee

School Site Council

Assessment of School Safety

Effectiveness of the Hearthstone School Safety Plan will be evaluated by staff, students, parents and educational partners through surveys, interviews and discussions.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

PBIS, evacuation plans, parent/student/staff surveys, daily schedules, training on procedures and policies, MTSS implementation, site-based counseling services, parent engagement curriculum

(A)Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Prevention and Reporting

The County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

Butte County Office of Education's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. The program may also include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

The County Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The County Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the duties of mandated reporters.

(B)Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In the event of a large-scale disaster, the Superintendent will activate the Emergency Operations Center (EOC) at 1859 Bird Street or other appropriate facility as feasible. Direction, coordination, etc., from the BCOE EOC will be disseminated to each site's specific Incident Command Post. Communications to and from all BCOE sites will be through the BCOE Superintendent (as the Public Information Officer) and the BCOE web site. (Appendix II Public Information Summary) The primary method of communication with the EOC will be by telephone. If the telephone systems are non-functional, sites shall use alternate methods of communication; i.e., radios, cellular telephones, school and office web sites, etc.

Public Agency Use of School Buildings for Emergency Shelters

Under the direction of the Superintendent and school principal, the school building may be used as an emergency shelter when students are not present.

(C)School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension

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1. Suspension is a consequence for serious misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds (within 600 feet in any direction) while they are suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of the teacher.
2. A teacher may suspend any student from his or her class for the day of, and the day following, any acts enumerated in Ed Code Section 48900.
3. The Superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5.

Recommendations for Expulsion

Unless the principal or Associate Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would address the conduct, the principal, Associate Superintendent or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife as defined in Ed Code Section 48915(g), explosive or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis;
4. Robbery or extortion;
5. Assault or battery upon any school employee.

Mandatory Recommendation for Expulsion

The principal, Associate Superintendent or designee shall recommend that the County Superintendent expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
2. Brandishing a knife at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery, or committed a sexual battery;
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the County Superintendent shall expel the student.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The principal shall inform the teacher of a pupil who has engaged in, or is reasonably suspected to have engaged in, violent propensities. The Ed Code describes several acts, including when the pupil:

Threatened to cause, attempted to cause, or caused another person physical injury
 Willingly used violence or force upon another person (except in cases of self-defense)
 Possessed or sold a knife, firearm, or explosive
 Unlawfully possessed, sold, used, or was under the influence of a controlled substance, alcohol beverage, tobacco, or intoxicant
 Attempted to commit or committed robbery or extortion
 Damaged or stole school or private property
 Committed an obscene act
 Engaged in an act of bullying

(E) Sexual Harassment Policies (EC 212.6 [b])

Instruction/Information

The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
4. Information about the person(s) to whom a report of sexual harassment should be made. Complaint Process

Approved May 2020

Any student who feels that they are being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observed the incident shall report to the non-discrimination coordinator or Associate Superintendent.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment, they shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, and the entire circumstances of the incident(s) shall be taken into account.

Notification: The sexual harassment policy shall be displayed in a prominent location near the office and included in the student handbook (Title 5 CA CCR 4622, Ed Code 231.5).

(F)School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress and Grooming of Students

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement/association is prohibited on school grounds and at school activities on or off campus.

(G)Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students are to be dropped off no more than 15 minutes prior to classes and scheduled meetings, and picked up no more than 15 minutes after classes and scheduled meetings. Parents and students are to ensure the student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes.

All students, parents, and visitors are required to sign in when entering school, and sign out when leaving. Sign in is required for any time being spent on school campus.

(H)A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Physical Environment

Element:

Create a physical environment that communicates safety and respect for learning

Approved May 2020

Opportunity for Improvement:

School intercom system is in place along with Go-Kits and Stay-Kits, drill and evacuation procedures, and an updated Handbook. PBIS implementation continues with annual progress toward tiered supports. Everyone who comes onto campus must sign-in with our electronic system.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Establish and maintain safe school procedures	Update the Handbook, student emergency contact information binder, staff rosters, visitor reporting, Go-and Stay-Kits, and school safety procedures. Review revisions in BCOE Safe Schools Plan and Crisis Response Procedures, and vulnerability assessment. Implement emergency drills, staff safety training, flood evacuation procedures, door locks, and intercom system.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council BCOE Staff Parents/Guardians and Students Parent Liaison Educational Partner	Principal and school staff	Safe Schools Plan, Handbook, Record of emergency drills and safety training, reviewed and updated strategies
Maintain a safe and clean school environment for learning	Update Williams Act reports. Review and implement LCAP and SPSA goals and PBIS School Wide Behavior Expectations. Review annual safety & public health inspections, daily janitorial service, monthly floor cleaning and pest control inspections, ServSafe & HACCP food safety regulations.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council School Staff	Principal and school staff	Williams Act reports, LCAP & SPSA, PBIS records, site inspections, pest control reports, meeting notes, invoices, physical evidence
Supervise all areas of school campus	Review BCOE accident/incident reporting forms, roles and responsibilities of staff and supervision, daily duty schedules, electronic sign-in, and trainings to support	School Staff BCOE Staff	Principal and school staff	Accident/incident report forms, meeting notes, PBIS tier 1 & 2 action plans.

	appropriate student behaviors.			
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Component:
School Climate

Element:
Create a caring, connected and safe school community

Opportunity for Improvement:

LCAP and PBIS Tier 1/2 supports are in place and being used regularly. Parents, students, and staff participate in various surveys such as PBIS, CHKS, and LCAP. Student Success Team (SST) meetings are held regularly for students needing support plans. Parenting Partners is in its second year of implementation and is bringing families in to be more engaged. The school counselor has a wider range of duties that include academic counseling and enrolling new students. School Leadership provides high school students with curriculum and guidance to help them become a more visible part of the school and to help promote a positive school culture.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Administer staff, parent, student, and community surveys (California Healthy Kids and LCAP).	Review CHKS and LCAP student, parent, and stakeholder surveys to highlight commendations and share with stakeholders. Continue use of LCAP and PBIS Tier 1/2 action plans to identify needs and share data with stakeholders.	Parent liaison Parents/Guardians Students School Site Counsel Educational Partners BCOE Staff	Principal School Staff	Strategies reviewed and analyzed, PBIS Tier 1/2 Action Plans
Establish and monitor academic and behavior goals.	Review LCAP & PBIS data with the PBIS and Leadership Teams to begin implementation of the Tier 3 action plan. PBIS and Leadership Teams participate in trainings on MTSS and PBIS. Hold Student Success Team meetings for students who are falling behind and	School Counselor	Principal School Staff	Strategies reviewed and implemented, PBIS Tier 1/2 Action Plans

	need additional support.			
Provide opportunities for students to build self-esteem, make school connections, and engage in meaningful learning.	Hold school and cultural events and invite families and stakeholders. Provide classes such as Student Leadership and BOLD, when enrollment warrants.	School Staff Parent Liaison Parents/Guardians BCOE staff	Principal School Counselor	Review activities calendar
Communicate behavior standards.	Review and implement the Handbook and Tier 1/2 supports.	School Staff	Principal	Strategies reviewed, updated, and implemented, PBIS Tier 1/2 Action Plans
Facilitate Family Engagement Plan (support a child's learning both at school and at home and encourage active involvement as decision-makers).	Continue implementation of the Family Engagement Plan through the use of Parenting Partners, and School Site Council.	School Staff Parents/Guardians School Site Council Educational Partners BCOE Staff	Principal Parent Liaison	Strategies implemented and Parenting Partners training
Facilitate social-emotional supports for students.	Review the use of site-based counseling services with the school counselor as well as reviewing the progression of the suicide prevention policy. Follow up with referrals made to Butte County Behavioral Health, Children's Services, ERMHS as needed.	School Staff Educational Partner	Principal School Counselor	Strategies implemented and reviewed

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Hearthstone School Student Conduct Code

Student Expectations

All Students are Expected to:

1. Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person. (No physical violence or threat of physical violence is tolerated on campus.)
2. Be considerate in their relationships with students, teachers, and staff.
3. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
4. Follow all rules and procedures given in the Parent and Student Code of Behavior and Handbook.
5. Keep hands, feet, and objects to themselves. (This includes roughhousing and "playing around".)
6. Follow classroom procedures established by each teacher. Be in the right place at the right time.
7. Interact appropriately. (This includes no excessive displays of affection.)

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the unit of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

1. Use of positive behavior supports
2. Warnings and reduction of inappropriate behaviors to appropriate on task behaviors
3. Teacher-Parent-Student conference
4. Social emotional learning instruction
5. Instruction in pro-social behavior or anger management
6. Use of restorative practices
7. Referral to counseling
8. Convening a Student Study Team

(J) Hate Crime Reporting Procedures and Policies

Any student who feels that they have been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Non-Discrimination Coordinator or principal, whether or not the victim files a complaint.

(K) Procedures to Prepare for Active Shooters

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
4. If the location of the threat is known, quickly move students/staff away from the threat and find cover.
5. Staff will lock classroom and office door
6. If possible, take the following steps:
 - a. Direct as many students/staff into nearest safe supervised room.
 - b. The Principal/Administrator/Manager and Emergency Response Team supervise the area outside a room/offices until students/staff are in room/offices.
 - c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.

Approved May 2020

- d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.
 - j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms/office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
7. All School Personnel/staff not responsible for classes or offices are to take cover in the immediate area where they are working.
8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
9. The Principal/Administrator/Manager will give the "all clear" signal which indicates conditions are safe for returning to classrooms/offices.

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Whenever possible, discrimination, harassment, intimidation and bullying issues may be resolved informally, at the lowest level. The school-wide cell phone policy prevents students and visitors from using cell devices to bully another student. The closed campus policy prevents students from leaving campus before the end of their school day without written parent permission.

Any incident of bullying or cyber-bullying that is reported to a school employee is followed up on by the principal or designee, and the school counselor. Any evidence of reported cyber-bullying is saved and added to the discipline referral form.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan is reviewed by the principal and the School Site Council. Any amendments proposed shall be approved by the School Site Council.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

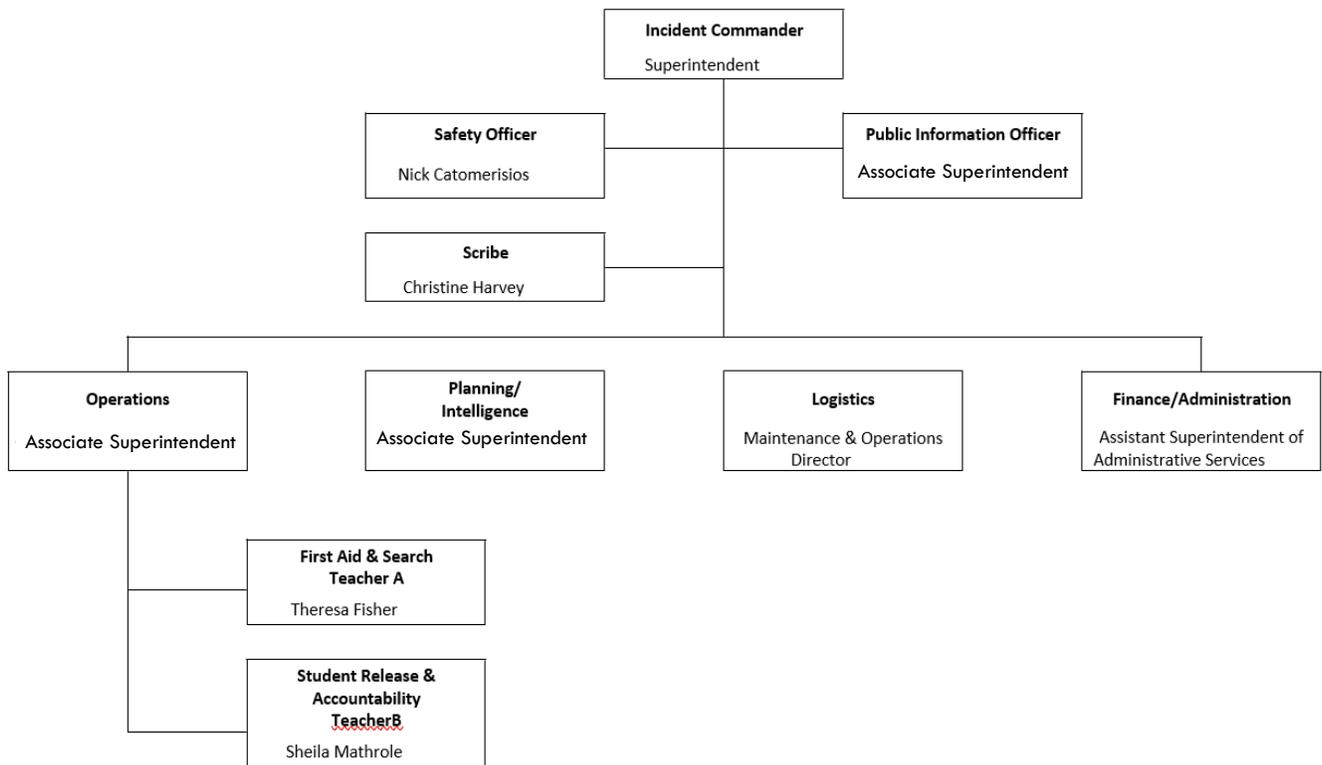
Type	Vendor	Number	Comments
School District	Butte County Office Of Education	532-5761 or 532-5650	

Law Enforcement/Fire/Paramedic	Fire Department - Oroville	911 or 538-2480	
Law Enforcement/Fire/Paramedic	Fire Department - Chico	911 or 895-4911	
Law Enforcement/Fire/Paramedic	California Department of Forestry and Fire Protection	911 or 533-6363	http://cdfdata.fire.ca.gov/incidents/incidents
Law Enforcement/Fire/Paramedic	Police Department - Oroville	911 or 538-2448	
Law Enforcement/Fire/Paramedic	Police Department - Chico	911 or 895-4911	
Law Enforcement/Fire/Paramedic	California Highway Patrol	911 or 879-1999 or 538-2700	
Law Enforcement/Fire/Paramedic	Butte County Sheriff/Coroner's Office	911 or 538-7434	
Local Hospitals	Oroville Hospital	533-8500	
Local Hospitals	Enloe Hospital	332-7300 (ext. 0) or 332-7740 (Emergency)	
Local Hospitals	Feather River Hospital	877-9361	
Public Utilities	PG&E - Oroville & Chico	(800)743-5000	
Public Utilities	California Water Service - Oroville	533-4034	
Public Utilities	California Water Service - Chico	893-6300	
Public Utilities	Thermalito Water & Power Agency	533-0740	
Public Utilities	South Feather Water & Power Agency	533-4578	
Emergency Services	Butte County Office of Emergency Services	538-7373	
American National Red Cross	American Red Cross - Yuba City	673-1460	
City Services	CALTRANS - Oroville	533-7585	www.dot.ca.gov

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
The principal provides the School Site Council with the current Comprehensive Safety Plan for review	4/27/2020	Complete plan shared
The principal provides the School Site Council with all proposed updates to the Comprehensive Safety Plan	4/27/2020	No updates
The School Site Council approves the Comprehensive Safety Plan	4/27/2020	Approved during School Site Council Meeting

Hearthstone School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

1. Staff assignments regarding Emergency Operations Center and/or Incident Command System.
2. Setting Up an Emergency Operations Center or Incident Command Post.
3. SEMS/NIMS related training and drills.
4. Coordination with local emergency responders (i.e. emergency responders who will be responding to the 911 call).
5. Follow guidelines of the four phases of planning for Crisis Preparedness Planning.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The superintendent and principal or designee will identify the type of emergency to determine the protocol. The principal will communicate the plan with staff.

Step Two: Identify the Level of Emergency

The principal or designee will identify the level of the emergency and which protocol to follow. Steps will be communicated with staff and families as needed.

Step Three: Determine the Immediate Response Action

The principal or designee will determine the appropriate response action. Steps to follow will be communicated to staff and families.

Step Four: Communicate the Appropriate Response Action

The principal or designee will follow the appropriate response action. Steps to follow will be communicated to staff and families. The principal or designee will maintain regular communication with staff and families as need until the emergency has been resolved.

Types of Emergencies & Specific Procedures

Aircraft Crash

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Animal Disturbance

All staff and students remain inside the building. Principal or office staff call the appropriate authorities (Animal Control, Sheriff's Department). Once the disturbance is cleared, staff and students continue with their business.

Armed Assault on Campus

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice/or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
4. If the location of the threat is known, quickly move students/staff away from the threat and find cover.
5. Staff will lock classroom and office door
6. If possible, take the following steps:
 - a. Direct as many students/staff into nearest safe supervised room.
 - b. The Principal/Administrator/Manager and Emergency Response Team supervise the area outside a room/offices until students/staff are in room/offices.
 - c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.
 - d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.
 - j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms/office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
7. All School Personnel/staff not responsible for classes offices are to take cover in the immediate area where they are working.
8. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
9. The Principal/Administrator/Manager will give the "all clear" signal which indicates conditions are safe for returning to classrooms/offices.

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, faculty and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and

- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Biological or Chemical Release

The school provides notice to parents, posted on the school campus, when chemicals are released on school grounds.

Bomb Threat/ Threat Of violence

The principal notifies all staff that students and staff must evacuate to the primary or secondary evacuation site until further notice. The principal contacts the police and fire departments. All staff and students remain at the evacuation site until further notice from the principal.

1. All staff members and students exit the building and gather at the designated evacuation site
2. Classroom teachers close classroom doors behind them as they leave.
3. Teachers should accompany their students out of the building in an orderly and quiet fashion.
4. Teachers have their students line up at primary evacuation site and continue to monitor students.
5. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
6. Christine Harvey carries out a cell phone and calls 911 in a real emergency.
7. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
8. All students and staff remain silent and patient.
9. Theresa Fisher takes roll.
10. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence).

Primary Evacuation site – out the back doors and to the north fence beyond the Library Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Bus Disaster

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Disorderly Conduct

When possible and necessary the principal shall detain the student or adult in his office until the proper authorities can be reached or until the situation deescalates and discussion about the incident takes place. In a student situation, the principal and school staff will follow the progressive discipline policy. In the case of an adult, they will be escorted off campus.

Earthquake

The principal or office staff will announce "Duck, Cover, Hold" over the intercom.

All staff and students will duck to knees underneath tables or desks away from windows, with both hands holding a desk or table leg. Staff and students who are outside will go to the evacuation site.

Staff and students will wait for the "All clear" announcement prior to returning to scheduled work, classes, or meetings.

Explosion or Risk Of Explosion

1. Alarm triggered
2. All staff members and students exit the building and gather at the designated evacuation site
3. Classroom teachers close classroom doors behind them as they leave.
4. Teachers should accompany their students out of the building in an orderly and quiet fashion.
5. Teachers have their students line up at primary evacuation site and continue to monitor students.
6. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
7. Christine Harvey carries out a cell phone and calls 911 in a real emergency.

8. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
9. All students and staff remain silent and patient.
10. Theresa Fisher takes roll.
11. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence).

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Fire in Surrounding Area

1. All staff members and students exit the building and gather at the designated evacuation site.
2. Classroom teachers close classroom doors behind them as they leave.
3. Teachers should accompany their students out of the building in an orderly and quiet fashion.
4. Teachers have their students line up at primary evacuation site and continue to monitor students.
5. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
6. Christine Harvey carries out a cell phone and calls 911 in a real emergency.
7. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
8. All students and staff remain silent and patient.
9. Theresa Fisher takes roll.
10. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence).

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Fire on School Grounds

1. Alarm triggered
2. All staff members and students exit the building and gather at the designated evacuation site
3. Classroom teachers close classroom doors behind them as they leave.
4. Teachers should accompany their students out of the building in an orderly and quiet fashion.
5. Teachers have their students line up at primary evacuation site and continue to monitor students.
6. Theresa Fisher carries out the sign-in sheet and student emergency contact list.
7. Christine Harvey carries out a cell phone and calls 911 in a real emergency.
8. Nick Catomerisios and Sheila Mathrole clear the building, checking each room and yelling clear as they ensure each area is clear (Sheila Mathrole will clear the girls bathroom; Christine Harvey is back-up for all.)
9. All students and staff remain silent and patient.
10. Theresa Fisher takes roll.
11. Principal, when everyone is accounted for and the danger is over, will declare that the emergency is clear and allow students and staff members to return to the building (Sheila Mathrole in his absence).

Primary Evacuation site – out the back doors and to the north fence beyond the Library

Secondary Evacuation site – Mesa Vista parking lot (or to be determined by the Principal)

Flooding

NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of Oroville and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow.

Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, storm surges, and earthquakes. The purpose of this plan is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

II. SCOPE

The plan outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. CORE FUNCTIONS

The City of Oroville Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the Emergency Operations Plan (EOP) and implement the Incident Command System.

The school alarm (evacuation alarm) acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. An announcement will be made prior to the alarm describing the emergency. If there is a loss of power, the principal and/or Incident Command Team will walk to each classroom to notify all staff of the emergency.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

B. Activating the EOP

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, identify the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and/or cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team of any significant changes.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow up actions such as where the school has relocated and parent- student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

IV. Hearthstone Procedures

A. Be prepared:

- Sign up for local Emergency Notifications at <https://buttecounty.onthealert.com/> o LIVE EMERGENCY INFORMATION: (530) 538-7826
- Print list of all students phone numbers who are on your caseload and in your classes
- Know your role if a flood evacuation takes place
- Evacuation site for flooding due to extreme rainfall

o Church of the Nazarene, 2238 Monte Vista Avenue, Oroville

- Evacuation site for flooding due to Spillway or Auxiliary Spillway failure Butte County Community School, 601 Wall St, Chico

B. Jobs and Responsibilities:

- Incident Commander
 - o Nick Catomerisios, Hearthstone Principal
- Incident Management Team:
 - o Christine Harvey, Senior Administrative Assistant
 - o Theresa Fisher, Administrative Assistant
 - o Sheila Mathrole, Coordinator of Instruction
 - o Brenda Ramos, School Counselor

C. Evacuation Procedures:

1. Evacuation for flooding due to extreme rainfall:

- Evacuation Site: Church of the Nazarene, 2238 Monte Vista Avenue, Oroville

- Procedure if time permits:
 - o Staff members will call parents to pick up students at a designated safe area near school.
 - o Students who are not picked up before a safe amount of time allowed to evacuate will be transported by designated staff members to the evacuation site.
 - o Follow Emergency Operations Plan including parent-student reunification.
 - Procedure if immediate evacuation:
 - o Designated staff members will transport all students to the evacuation site.
 - o Follow Emergency Operations Plan including parent-student reunification.
2. Evacuation for flooding due to Spillway or Auxiliary Spillway failure:
- Evacuation Site: Butte County Community School, 601 Wall St, Chico
 - o Designated staff members will transport all students to the evacuation site.
 - o Follow Emergency Operations Plan including parent-student reunification.

Loss or Failure of Utilities

With a short-term power outage, classes and meetings can continue as usual unless the weather does not permit individuals being in the building comfortably. When the power outage is long-term, and weather does not permit individuals to be in the building comfortably, the principal will close campus until it is safe to return to classes and meetings. When a loss of water is unable to be quickly restored, students and staff shall be sent home for the day. If the issue continues, school will resume once the water is in service.

Motor Vehicle Crash

Principal or office staff announces "Shelter in Place" and calls the proper authorities. Make sure all students/staff are inside the building and accounted for. Close windows and doors. Consider if building air circulation systems need to be shut down to decrease air contamination potential in the building.

Pandemic

Psychological Trauma

The principal will identify the level of the emergency and those directly involved and will make contacts to BCOE specialists and the local authorities as needed.

Suspected Contamination of Food or Water

The principal will contact M&O and will end the school day as needed. Parents will be contacted to pick up their students.

Tactical Responses to Criminal Incidents

Hearthstone Lockdown Procedures:

1. The Principal/Administrator/Manager will announce "lockdown with warning" several times.
2. Administrative Assistance will call law enforcement. Then if possible, call Nelson Middle School and Mesa Vista.
3. When the voice/or other signal is given "Intruder on campus/In building", the teachers/managers should take the following actions
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5. Staff will lock classroom and office door
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- c. If it is not possible to move away from the threat, have students/staff lie flat on the ground.
 - d. The location of the threat is unknown, retreat to where you can shelter students/staff safely.
 - e. Staff lock doors from inside if possible and secure and cover classroom windows.
 - f. Staff move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
 - g. In event that gunfire is heard, everyone should be instructed to lie flat on the ground.
 - h. Staff take roll of students/staff and identify any missing or hurt students/staff. Wait to report to appropriate authority. Don't leave students/staff unless instructed to do so.
 - i. DO NOT respond to anyone at the door until "all clear" is announced.
 - j. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
 - k. Have students/staff remain in classrooms/office until the all-clear signal is given.
 - l. Notify the front office of any additional incidents.
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A school lockdown can serve several functions during an emergency, including the following:

- Removing students and faculty from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

Unlawful Demonstration or Walkout

The principal will stay on campus to supervise students and will talk with students, if manageable, to be sure that each student understands that they will be marked absent and whether or not their parents know they are leaving campus and will be unsupervised. The Teacher in Charge and a paraprofessional will wait with the students to ensure their safety.

School Calendar

2020-2021 BCOE - HEARTHSTONE SCHOOL - Parent Calendar

July 2020				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2020				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2020				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2020				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2020				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2021				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2021				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Date	Event or Holiday
10-Aug	Teacher Prep Day (non-student)
11-Aug	Teacher Prep Day (non-student)
12-Aug	First Student Day-Begin Semester 1
7-Sep	Labor Day - Holiday
11-Nov	Veterans Day - Holiday
23-Nov	Thanksgiving Break
24-Nov	Thanksgiving Break
25-Nov	Thanksgiving Break
26-Nov	Thanksgiving Break
27-Nov	Thanksgiving Break
17-Dec	Last Student Day-End Semester 1
18-Dec	Winter Break
21-Dec	Winter Break
22-Dec	Winter Break
23-Dec	Winter Break
24-Dec	Winter Break
25-Dec	Winter Break
28-Dec	Winter Break
29-Dec	Winter Break
30-Dec	Winter Break
31-Dec	Winter Break
1-Jan	Winter Break
4-Jan	First Student Day-Begin Semester 2
18-Jan	Martin Luther King Day - Holiday
12-Feb	Lincoln's B. Day - Holiday
15-Feb	Presidents Day - Holiday
16-Feb	Mid Winter Break
17-Feb	Mid Winter Break
18-Feb	Mid Winter Break
19-Feb	Mid Winter Break
2-Apr	Spring Break
5-Apr	Spring Break
6-Apr	Spring Break
7-Apr	Spring Break
8-Apr	Spring Break
9-Apr	Spring Break
31-May	Memorial Day - Holiday
1-Jun	Graduation Ceremonies at State Theater
3-Jun	Last Student Day-End Semester 2
4-Jun	Last Staff Day (non-student)

Accident/Incident Reporting Form

Butte Schools Self-funded Programs (Please print or type)

Confidential

School Site or Department:				
Today's Date:				
Name of Injured Person:				
Address:			Phone:	
Birthdate:	Student:	Employee:	Non-Student	Other:
If non-student or other, state why on premises:				
Date of Injury:		Time:	Weather Conditions?	
Location:				
Was any district rule violated?	Yes	No	If yes, explain:	
Description of Injury:				

Description of Injury:				
Cause of Injury:				
Employee in charge at time of accident:				
Was employee present?				
Medical Attention Given:				
Were parents or guardian contacted?	Yes	No	If yes, who?	
Disposition of injured person:	Class	Home	Doctor	Hospital
Witness Name:			Phone:	
Report completed by:			Phone:	

This form should be completed on all injuries to student or non-students, and district employees and routed to the district office. In case of serious injury, please call business office immediately and fax a copy of the report as soon as possible. Then, call BSSP 530-532-5838.

Acknowledgement of Receipt



Butte County Office of Education

2020-2021 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

The Butte County Office of Education is required to annually notify parents and legal guardians of minor students, their rights and responsibilities in accordance with Education Code section 48980.

Should your child be enrolling in Butte County Schools for the first time, a copy of your child's school records will be requested from his/her former school. You have a right to receive a copy of the record and a right to challenge the content of the record. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the school office.

Please complete the "Acknowledgment of Receipt and Review" form below and return it to your child's school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Pursuant to Education Code section 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights and does not indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Date: _____

Signature of Parent/Guardian (if student is under 18)

Date: _____

Signature of Student (if student is 18 or older)

Hearthstone Charter School
Multi Year Projections - Restricted

Using 2020-21 2nd Interim Budget Report as Baseline Data	Restricted	Restricted	Restricted	Restricted
	2020-21 Budget	2021-22 Estimate	2022-23 Estimate	2023-24 Estimate
INCOME				
LCFF Sources - State Aid/EPA/Property Taxes		-	-	-
Federal Revenues	223,227	223,227	223,227	223,227
Other State Revenues	255,606	255,606	255,606	255,606
Other Local Revenues		-	-	-
Revenue Before Adjustments for Subsequent Years	478,833	478,833	478,833	478,833
Adjustments to Income 2021-22				
Increase Title I Funding		20,704	20,704	20,704
CTEI Grant Additional Dollars		133,625	133,625	133,625
Removal of Special Ed Reserve balance from 20/21		(35,523)	(35,523)	(35,523)
Adjustments to Income 2022-23				
Decrease in Title I Funding			(2,996)	(2,996)
CTEI Grant final funding			24,056	24,056
Increase in Special Ed Revenues			5,350	5,350
Adjustments to Income 2023-24				
Decrease in Title I Funding				(7,809)
Increase in Special Ed Revenues				14,173
Removal of one time funding CTEI Grant				(199,409)
Total Projected Revenue	478,833	597,639	624,049	431,004
EXPENSES				
1000's Certificated Salaries	230,447	230,447	230,447	230,447
2000's Classified Salaries	31,909	31,909	31,909	31,909
3000's Employee Benefits	96,690	96,690	96,690	96,690
4000's Books and Supplies	3,150	3,150	3,150	3,150
5000's Other Operating Expenditures	-	-	-	-
6000's Capital Outlay	-	-	-	-
7000's Other Outgo	-	-	-	-
Indirect Costs	11,857	11,857	11,857	11,857
Sub-total Expenses	374,053	374,053	374,053	374,053
Transfers In	-	-	-	-
Transfers Out	-	-	-	-
Other Financing Sources	-	-	-	-
Contributions to/(From) Restricted Programs	104,780	104,780	104,780	104,780
Expenditures Before Adjustments for Subsequent Years	478,833	478,833	478,833	478,833

Hearthstone Charter School
Multi Year Projections - Restricted

Using 2020-21 2nd Interim Budget Report as Baseline Data		Restricted	Restricted		
Adjustments to Expenses					
	2021-22				
Step/Column for employees - Certificated	Per financial software		22,659	22,659	22,659
Step/Column for employees - Classified	Per financial software		8,718	8,718	8,718
Certificated Benefit changes, including STRS Rate Decrease to 16.00%			14,113	14,113	14,113
Classified Benefit changes, including PERS Rate Increase to 22.84%			4,030	4,030	4,030
CTEI Grant Objects 4000-5000			99,500	99,500	99,500
Increase/(Decrease) in Indirect Costs			7,885	7,885	7,885
Increase Contribution from Unrestricted for Special Ed costs			(88,537)	(88,537)	(88,537)
Removal of one time contribution in 20/21 from Restart Grant			31,264	31,264	31,264
Increase in Special Ed billback expenses (DIS, Severe, Admin)			19,174	19,174	19,174
Adjustments to Expenses					
	2022-23				
Step/Column for employees - Certificated				(13,430)	(13,430)
Step/Column for employees - Classified				1,195	1,195
Certificated Benefit changes, including STRS Rate Increase to 18.10%				(628)	(628)
Classified Benefit changes, including PERS Rate Increase to 25.50%				1,461	1,461
Final CTEI Grant expenditures				55,299	55,299
Increase/(Decrease) in Indirect Costs				(4,857)	(4,857)
Increase Contribution from Unrestricted for Special Ed and Title I costs				(25,006)	(25,006)
Increase in Special Ed billback expenses (DIS, Severe, Admin)				12,376	12,376
Adjustments to Expenses					
	2023-24				
Step/Column for employees - Certificated					(14,178)
Step/Column for employees - Classified					(5,070)
Certificated Benefit changes, including STRS Rate 18.10% (no change from 22/23)					(4,105)
Classified Benefit changes, including PERS Rate Increase to 26.20%					(2,756)
Removal of one time CTEI Grant Expenditures					(154,799)
Increase/(Decrease) in Indirect Costs					(6,825)
Increase Contribution from Unrestricted for Special Ed and Title I costs					(20,100)
Increase in Special Ed billback expenses (DIS, Severe, Admin)					14,788
Total Projected Expenditures		478,833	597,639	624,049	431,004
Net Increase (Decrease) in Fund Balance		0	0	0	0
Beginning Balance		0	0	0	0
Other Restatements		0	0	0	0
Projected Ending Balance		0	0	0	0
Less: Projected Restricted Balance		0	0	0	0
Projected Restricted Reserves		-	-	-	-
TOTAL RESERVES AS PERCENT OF OUTGO		0.00%	0.00%	0.00%	0.00%
Total Available Reserves		-	-	-	-

**Hearthstone Charter School
Multi Year Projections - Unrestricted**

Using 2020-21 2nd Interim Budget Report as Baseline Data	Unrestricted	Unrestricted	Unrestricted	Unrestricted
	2020-21 Budget	2021-22 Estimate	2022-23 Estimate	2023-24 Estimate
INCOME				
LCFF Sources - State Aid/EPA/Property Taxes	2,050,583	2,050,583	2,050,583	2,050,583
Federal Revenues	-	-	-	-
Other State Revenues	44,134	44,134	44,134	44,134
Other Local Revenues	-	-	-	-
Revenue Before Adjustments for Subsequent Years	<u>2,094,717</u>	<u>2,094,717</u>	<u>2,094,717</u>	<u>2,094,717</u>
Adjustments to Income 2021-22				
Increase in LCFF (ADA 187.86)		79,132	79,132	79,132
Mandate Block Grant		81	81	81
19/20 Lottery Carryover		(18,446)	(18,446)	(18,446)
Adjustments to Income 2022-23				
Increase in LCFF (ADA 197.16)			110,642	110,642
Mandate Block Grant			380	380
Adjustments to Income 2023-24				
Increase in LCFF (ADA 204.60)				90,935
Mandate Block Grant				348
Total Projected Revenue	2,094,717	2,155,484	2,266,506	2,357,789
EXPENSES				
1000's Certificated Salaries	902,574	902,574	902,574	902,574
2000's Classified Salaries	211,361	211,361	211,361	211,361
3000's Employee Benefits	413,248	413,248	413,248	413,248
4000's Books and Supplies	28,955	28,955	28,955	28,955
5000's Other Operating Expenditures	282,335	282,335	282,335	282,335
6000's Capital Outlay	-	-	-	-
7000's Other Outgo	-	-	-	-
Indirect Costs	155,827	155,827	155,827	155,827
Sub-total Expenses	1,994,300	1,994,300	1,994,300	1,994,300
Transfers In	-	-	-	-
Transfers Out	-	-	-	-
Other Financing Sources	-	-	-	-
Contributions to Restricted Programs	(5,057)	(5,057)	(5,057)	(5,057)
Expenditures Before Adjustments for Subsequent Years	1,989,243	1,989,243	1,989,243	1,989,243

**Hearthstone Charter School
Multi Year Projections - Unrestricted**

Using 2020-21 2nd Interim Budget Report as Baseline Data		Unrestricted	Unrestricted	Unrestricted	Unrestricted
Adjustments to Expenses					
2021-22					
Step/Column for Employees - Certificated	Per financial software		21,341	21,341	21,341
Step/Column for Employees - Classified	Per financial software		6,112	6,112	6,112
Certificated Benefit changes, including STRS Rate Decrease to 16.00%			17,085	17,085	17,085
Classified Benefit changes, including PERS Rate Increase to 22.84%			9,612	9,612	9,612
Operating Cost Increases			(12,171)	(12,171)	(12,171)
(Increase)/Decrease in Indirect Costs			(18,033)	(18,033)	(18,033)
Contribution Increase to Special Ed			88,537	88,537	88,537
Removal of One Time Contributions in 20/21			26,613	26,613	26,613
Adjustments to Expenses					
2022-23					
Step/Column For Employees - Certificated				47,786	47,786
Step/Column For Employees - Classified				(2,720)	(2,720)
Certificated Benefit changes, including STRS Rate Increase to 18.10%				29,963	29,963
Classified Benefit changes, including PERS Rate Increase to 25.50%				4,122	4,122
Operating Cost Increases				12,052	12,052
(Increase)/Decrease in Indirect Costs				6,690	6,690
Contribution Increase to Special Ed & Title I				25,006	25,006
Adjustments to Expenses					
2023-24					
Step/Column For Employees - Certificated					44,304
Step/Column For Employees - Classified					3,704
Certificated Benefit changes, including STRS Rate 18.10% (no change from 22/23)					14,917
Classified Benefit changes, including PERS Rate Increase to 26.20%					4,173
Operating Cost Increases					10,139
(Increase)/Decrease in Indirect Costs					5,667
Contribution Increase to Special Ed & Title I					20,100
Total Projected Expenditures		1,989,243	2,128,339	2,251,238	2,354,242
Net Increase (Decrease) in Fund Balance		105,474	27,145	15,268	3,547
Beginning Balance		8,370	113,844	140,989	156,257
Other Restatements		0	0	0	0
Projected Ending Balance		113,844	140,989	156,257	159,804
Less: Unrestricted Lottery Carryover		18,446	18,446	18,446	18,447
Projected Unrestricted Reserves		95,398	122,543	137,811	141,357
TOTAL RESERVES AS PERCENT OF OUTGO		4.80%	5.76%	6.12%	6.00%
Total Available Reserves		95,398	122,543	137,811	141,357

**Hearthstone Charter
3 Year MYP Assumptions
December 31, 2020**

2020-21

Revenue

LCFF COLA is zero; estimated reductions at May Revise restored.
Federal Revenues estimated using current year awards where applicable.
State Revenues estimated using current year awards where applicable.
Recent CTEI Grant award amount is included. It ends December 31, 2022.

Expenditures

Certificated and Classified Salaries reflect negotiated agreements. Applicable step/column reflected.
Employee Benefits reflect current STRS/PERS rates and no medical benefit cap increases.
Books and supplies estimated based on information from program managers.
Services and Other Operating Expenditures estimated based on information from Hearthstone Principal.
Other Outgo (excluding Transfers of Indirect Costs) estimated based on information from Hearthstone principal.
Other Outgo - Transfers of indirect Costs estimated using 8.72% rate.

2021-22

Revenue

LCFF COLA is zero and ADA estimated to be 187.86 (was 182.28 for 20/21)
Federal Revenues estimated based on prior year. An average of the last 3 years was used for Title I funding.
State Revenues estimated based on prior year.
Revenue adjustments based on additional information from Hearthstone Principal.

Expenditures

Certificated and Classified Salaries do not reflect any negotiated agreements. Applicable step/column reflected.
Employee Benefits reflect STRS/PERS rate changes and no medical benefit cap increases.
Books and supplies estimated based on prior year.
Services and Other Operating Expenditures estimated based on prior year.
Other Outgo (excluding Transfers of Indirect Costs) estimated based on information from prior year.
Other Outgo - Transfers of indirect Costs estimated using 7.47% rate.
Expenditure adjustments based on additional information from Hearthstone Principal.

2022-23

Revenue

LCFF COLA is zero and ADA estimated to be 197.16
Federal Revenues estimated based on prior year.
State Revenues estimated based on prior year.
Local Revenues estimated based on prior year.
Revenue adjustments based on additional information from Hearthstone Principal.
CTEI Grant revenues reflect the final funding amount which ends 12/31/22.

Expenditures

Certificated and Classified Salaries do not reflect any negotiated agreements. Applicable step/column reflected.
Employee Benefits reflect STRS/PERS rate changes and no medical benefit cap increases.
Books and supplies estimated based on prior year.
Services and Other Operating Expenditures estimated based on prior year.
Other Outgo (excluding Transfers of Indirect Costs) estimated based on information from prior year.
Other Outgo - Transfers of indirect Costs estimated using 7.47% rate.
Expenditure adjustments based on additional information from Hearthstone Principal.

2023-24

Revenue

LCFF COLA is zero and ADA estimated to be 204.60
Federal Revenues estimated based on prior year.
State Revenues estimated based on prior year.
Local Revenues estimated based on prior year.
Removal of one time funding for the CTEI Grant.

Expenditures

Certificated and Classified Salaries do not reflect any negotiated agreements. Applicable step/column reflected.
Employee Benefits reflect STRS/PERS rate changes and no medical benefit cap increases.
Books and supplies estimated based on prior year.
Services and Other Operating Expenditures estimated based on prior year.
Other Outgo (excluding Transfers of Indirect Costs) estimated based on information from prior year.
Other Outgo - Transfers of indirect Costs estimated using 7.47% rate.
Expenditure adjustments based on additional information from Hearthstone Principal.
Removal of one time expenditures related to CTEI Grant.

Potential Variables

Projected ADA could be up or down for estimates
Possible change in COLA
State and national economy
Minimum wage increases
Changes to education funding at the federal level
PERS and STRS rate volatility