

Learning Community Charter School 2010-2011 SARC

Executive Summary School Accountability Report Card (SARC) 2010–11 SARC Published Feb. 1, 2012

For Learning Community Charter

Administration	1859 Bird St., Oroville, CA, 95965	Phone	(530) 532-5644
Administrator	Dr. Alison Watson, Program Administrator, Charter Schools	Grade Span	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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

Learning Community Charter School (LCCS) operates two educational programs, Hearthstone and Four Winds Schools, which serve K-12 students throughout Butte County and contiguous counties. These student-centered educational programs are aligned with state curriculum standards and frameworks, based on effective teaching models and designed to meet the needs of diverse learners. LCCS believes that learning best occurs in an interconnection of home, classroom and/or community, where parents, students, teachers and community members, as educational partners, are mutually invested in student success.

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

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Student Enrollment

Group	Enrollment
Number of students	447
Black or African American	3.1%
American Indian or Alaska Native	12.3%
Asian	0.9%
Filipino	0.0%
Hispanic or Latino	28.2%
Native Hawaiian or Pacific Islander	0.2%
White	50.8%
Two or More Races	4.3%
Socioeconomically Disadvantaged	70.2%
English Learners	5.6%
Students with Disabilities	10.1%

Teachers

Indicator	Teachers
Teachers with full credential	32
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

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Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	44%
Mathematics	31%
Science	42%
History-Social Science	26%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	732
Statewide Rank (from 2010 Base API Report)	3
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 16
2011–12 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Both Hearthstone School in Oroville, which is located in a newly built facility, and their Chico Learning Center are in good repair. Four Winds school is in need of some minor repairs.

Repairs Needed

There were no extreme deficiencies noted at Four Winds School. Four Winds is working with their landlord to correct any areas marked with a deficiency. Overall, Four Winds received an 89% rating.

Corrective Actions Taken or Planned

The annual facility inspection of Four Winds School was completed January 26, 2012. School rating is fair. Items identified for repair and/or additional maintenance will be addressed immediately to ensure safety, cleanliness and adequacy of school facilities.

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Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	Available for each student
Mathematics	Available for each student
Science	Available for each student
History-Social Science	Available for each student
Foreign Language	Available for each student
Health	Available for each student
Visual and Performing Arts	Available for each student
Science Laboratory Equipment (grades 9-12)	Available for each student

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,692
District	\$2,121
State	\$8,452

School Completion

Indicator	Result
Graduation Rate (if applicable)	83.10

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	Not applicable
Graduates Who Completed All Courses Required for University of California or California State University Admission	Not applicable

School Accountability Report Card Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

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II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Learning Community Charter Comprised of 2 Schools <ul style="list-style-type: none"> Hearthstone School Four Winds School 	District Name	Butte County Office of Education
Administration Hearthstone Four Winds	1859 Bird St., Oroville CA 95965 2280 6th Street, Oroville CA 95965 2345 Fair St, Chico CA 95928	Phone Number	(530) 532-5761
Phone Number	Administration (530) 532-5644 Hearthstone (530) 532-5848 Four Winds (530) 879-7411	Web Site	www.bcoe.org
LCCS Administrator Principal Principal	LCCS: Dr. Alison Watson Hearthstone: Kim Guzzetti Four Winds: Terri Tozier	Superintendent	Don McNelis
		E-mail Address	dmcnelis@bcoe.org
E-mail Address	Administration: sps@bcoe.org Hearthstone: hs1@bcoe.org Four Winds: fw@bcoe.org	CDS Code	04100410430090

School Description and Mission Statement (School Year 2010–11)

Hearthstone School Overview

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

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

Hearthstone students enroll for a variety of reasons from families seeking an educational delivery system that supports a high level of parent involvement to secondary students choosing an educational alternative to the traditional high school setting. New students participate in entrance assessments in English-Language Arts and Math. The assessment results are used to assist the school's student support provider and teachers in determining students' readiness to enroll in a home independent study program and to design an individualized program that meets the academic needs and goals of the students. Students who need direct instruction, intervention support or tutoring attend classes taught by regular education, special

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education or Title 1 teachers at one of the Hearthstone school sites. In addition, enrichment activities, clubs and classes are offered at both sites, and students are encouraged to attend to meet new friends and expand their interests.

Hearthstone School provides many levels of support for families who choose to educate their students through a home independent study program. At each visit, the teacher writes out a Student Learning Plan that outlines assignments to be completed by the next scheduled visit. Student learning plans often include a wide array of teaching/learning venues include home/independent study assignments, and may include classroom instruction at Hearthstone and college classes. Typically, a teacher-student visit includes reviewing the student's work, assessing student proficiency, providing instructional support and assigning work to be completed during the next learning cycle. Students demonstrate their level of understanding through multiple means. In addition, the teacher may model teaching strategies for the parent/guardian. Academic counseling is available to all students and parents/guardians. Emotional counseling services are available to students with medi-cal.

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

Four Winds School Overview

The mission of Four Winds is to support the development of an "educated person" in the 21st century by providing an engaging curriculum whereby all students are equipped with the skills, knowledge and attributes to become self-motivated, competent, lifelong learners. Four Winds offers a standards-based, culturally responsive educational program that attends to both the academic and cultural well-being of its young people for whom they are responsible for nurturing into adulthood. Academic standards stipulate what students should know and be able to do and cultural standards guide students into becoming respectful, responsible and resilient human beings. Four Winds provides an instructional program addressing the need for students to read, write, speak and calculate with clarity and precision and to participate passionately and responsibly in the life of the community. Four Winds is founded on the belief that service and respect to others, practiced within the classroom as a part of the school's daily routine and in the community-at-large, is a powerful motivating tool that will engage young people in meaningful activities that support the development of responsible citizens.

At Four Winds students are held to high academic and behavioral standards in a multicultural, student-centered learning environment. Innovative practices include multi-grade/multi-level classrooms, cooperative learning, flexible scheduling, longer school day, independent study instructional model outside of regular classroom setting, parents as genuine partners in the school culture, developmentally/culturally responsive curriculum and effective instructional practices. By recognizing academic, social and cultural needs, by improving relationships between home and school, by implementing new and effective teaching strategies and by developing a curriculum that is standards-based and culturally responsive, students will overcome their educational deficiencies, make significant improvement in their academic achievement and envision themselves as successful people.

As an instructional program Four Winds utilizes state-adopted curriculum based in all core academic content areas standards of English/language arts, mathematics, science and social studies. The breadth and depth of California's academic content standards presents significant instructional challenges. To address this challenge Four Winds offers two instructional programs. For students in grades K-8 Four Winds implements a daily instructional program emphasizing a standards-based curriculum in all core academic content areas. High quality teaching methods are aligned to the individual learning styles of students. For grades K-3 teachers enhance instruction by replicating the Montessori method of curriculum and instruction. Students learn through exploration with emphasis upon child-choice, consequences, respect and decision-making. Students work at their own developmental level to ensure learning

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experiences are meaningful and positively reinforcing. For grades 4-8 teachers implement an instructional program that aligns curriculum, instruction, assessment, resources and individual student learning styles to create a targeted focus on increased student achievement. Teachers identify and address special needs of those students who may require accommodations, adaptations or modifications to meet academic content standards.

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

The overall instructional program at Four Winds School is guided by the nine Essential Program Components (EPCs) of highly effective schools. The EPCs are designated to meet the needs of all students through: (1) state-adopted, standards-aligned instructional materials including intervention resources; (2) appropriate instructional time and pacing schedules; (3) professional development for staff; (4) professional development for administrators; (5) assignment of fully credentialed, highly-qualified teachers; (6) use of data obtained from student achievement monitoring system; (7) supplemental instructional support; (8) teacher collaboration and (9) fiscal support. Four Winds utilizes the Academic Performance Survey (APS) for elementary, middle and high school levels to identify areas of satisfactory performance and areas of improvement. APS results are reviewed to ensure all practices, programs and policies are continually assessed to determine impact on student learning and achievement.

Opportunities for Parental Involvement (School Year 2010–11)

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

Hearthstone and Four Winds Schools provide options for parents who are looking within the existing public school system for alternative educational approaches that will afford students opportunities to participate in an innovative, high quality, performance-based education that meet measurable student learning outcomes. Both schools acknowledge parental involvement as a key factor in student learning and achievement. Each school has site councils consisting of parents, students, teachers, administrators and other school staff that provide input and make recommendations on program direction in all areas including but not limited to curriculum, staff development, resource allocation and recruitment and selection of staff. Each school employs parent liaisons and parent educators who ensure that parents/guardians receive consistent communication from the school regarding student progress, parent/guardian trainings and school events. Parent educators act as coaches, modeling appropriate instructional strategies and guiding parents/guardians regarding best practices for supporting students at home. Parents and supervising teachers of students in grades K-12 at Hearthstone and Four Winds Schools form an educational team that provides the student with a rigorous instructional program.

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Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	27	Grade 8	37
Grade 1	22	Ungraded Elementary	0
Grade 2	16	Grade 9	35
Grade 3	30	Grade 10	57
Grade 4	13	Grade 11	57
Grade 5	30	Grade 12	74
Grade 6	27	Ungraded Secondary	0
Grade 7	22	Total Enrollment	447

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3.1%
American Indian or Alaska Native	12.3%
Asian	0.9%
Filipino	0.0%
Hispanic or Latino	28.2%
Native Hawaiian or Pacific Islander	0.2%
White	50.8%
Two or More Races	4.3%
Socioeconomically Disadvantaged	70.2%
English Learners	5.6%
Students with Disabilities	10.1%

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Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3	15.5	3	1		19.6	3			23.67		3	
4-5					22.4	1			21	1		
6-8					21.5	1			30		1	
3-4												
4-8	24	1										

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

Average Class Size and Class Size Distribution (Secondary)

Does not apply, independent study program

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

Butte County Office of Education (BCOE) is committed to providing a safe and secure environment for students and employees. BCOE revised its “Comprehension Safe School Plan” for all BCOE Schools including Hearthstone and Four Winds Schools on March 30, 2010. Both schools report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256. Education Code Section 32286 Definitions The safety plan includes the dates when the plan was last reviewed, updated, and discussed with school faculty, as well as a brief description of the key elements. Both Hearthstone School and Four Winds School reviewed the School Safety Plan with school staff in August, 2011.

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Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	6.05%	6.91%	13.20%	5.79%	8.58%	6.89%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Hearthstone School is in good repair. It is a new facility.

Chico Learning Center is in good repair. It is a newer facility.

Four Winds annual facility inspection was completed on Jan. 26, 2012. School rating is fair. Items identified for repair and/or additional maintenance will be addressed immediately to ensure safety, cleanliness and adequacy of school facilities.

School Facility Good Repair Status (School Year 2011–12)

HEARTHSTONE – Oroville

No facility inspection has occurred. The school is housed in the newly built Mountain View Educational Center, and will not have a Williams Site Inspection until the fall of 2012.

HEARTHSTONE – Chico Learning Center

The Chico Learning Center (CLC) is a newer facility and is in good repair. The CLC received an exemplary Williams rating.

FOUR WINDS – Chico

The annual facility inspection of Four Winds was completed on Jan. 26, 2012. School rating is fair. Items identified for repair and/or additional maintenance will be addressed immediately to ensure safety, cleanliness and adequacy of school facilities.

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School Facility Good Repair Status (School Year 2011-12)

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Butte County Office of Education		COUNTY Butte	
SCHOOL SITE CLC Carmichael suite 500		SCHOOL TYPE (GRADE LEVELS) eight-twelve	NUMBER OF CLASSROOMS ON SITE 3
INSPECTOR'S NAME Jason Bubier	INSPECTOR'S TITLE Maint. Tech.	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) NA	
TIME OF INSPECTION 12/1/2011	WEATHER CONDITION AT TIME OF INSPECTION Sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"'s:	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Number of "D"'s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	Number of "X"'s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"'s divided by (Total Areas - "NA"'s)*			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	100.00%	→	SCHOOL RATING**	→	EXEMPLARY
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

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School Facility Good Repair Status (School Year 2011-12)

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL (FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Butte County Office of Education		COUNTY Butte	
SCHOOL SITE Four Winds		SCHOOL TYPE (GRADE LEVELS) K-12	NUMBER OF CLASSROOMS ON SITE 8
INSPECTOR'S NAME Rick Huston	INSPECTOR'S TITLE Maintenance Operations & Facilities Manager	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Terri Tozier, Principal	
TIME OF INSPECTION 1:30pm	WEATHER CONDITION AT TIME OF INSPECTION Rain		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
4	Number of "✓'s":	4	4	4	4	3	4	4	4	4	0	4	4	3	3	4
	Number of "D's":	0	0	0	0	1	0	0	0	0	4	0	0	1	1	0
	Number of "X's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/A's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)"		100.00%	100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	75.00%	75.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	87.50%		100.00%	100.00%		50.00%		87.50%		87.50%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	FAIR		GOOD	GOOD		POOR		FAIR		FAIR	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	89.06%	SCHOOL RATING**	→	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75. %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

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V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	24	29	32	67
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	96.55%	3.45%
High-Poverty Schools in District	96.55%	3.45%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	Not applicable
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.2 FTE	
Social Worker	0	
Nurse	.05 FTE	
Speech/Language/Hearing Specialist	.17 FTE	
Resource Specialist (non-teaching)	2 FTE	
Other (Student Support Advisor)	.6 FTE	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2012

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

Grade	Core Area	Publisher	LCCS Title	Board Approved	© Date
9-12	Art	Glencoe	Art In Focus	May 2007	2006
9-12	Art	Glencoe/McGraw-Hill	Music! It's Role & Importance in Our lives	Feb 2010	2006
9-12	Art	Glencoe	Creating and Understanding Drawings	May 2007	2006
9-12	Art	Glencoe	ArtTalk	May 2007	2005
7-12	Drama	Perfection Learning	Basic Drama Projects	May 2008	2009
K-5	Health	Macmillan/McGraw-Hill	Health and Wellness	June 2006	2005
6-8	Health	Glencoe/McGraw-Hill	Teen Health	June 2005	2005
9-12	Health	Globe Fearon	Health	June 2004	2005

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Grade	Core Area	Publisher	LCCS Title	Board Approved	© Date
9-12	Health	Glencoe	Health and Wellness	June 2005	2005
K-5	History-Social Science	Harcourt Publishers	Reflections: California Series	June 2006	2006
K-6	History-Social Science	Macmillan/McGraw-Hill	California Vistas	June 2006	2007
6-8	History-Social Science	Glencoe/McGraw-Hill	Discovering Our Past	June 2006	2006
7-8	History-Social Science	Houghton Mifflin	All Titles		1999
7-8	History-Social Science	Oxford University Press	Oxford CA History-Social Science Program	May 2007	2005
9-12	History-Social Science	Prentice Hall	World History: Modern Times	June 2006	2006
9-12	History-Social Science	Prentice Hall	US History	June 2006	2006
9-12	History-Social Science	Prentice Hall	Economics: Principles In Action	June 2006	2006
9-12	History-Social Science	Prentice Hall	MacGruder's American Government	June 2006	2006
9-12	History-Social Science	Glencoe	Modern Times	June 2006	2006
9-12	History-Social Science	Glencoe/McGraw-Hill	Economics: Today and Tomorrow	June 2006	2005
9-12	History-Social Science	Globe Fearon	World History	June 2005	2002
9-12	History-Social Science	Globe Fearon	American History	June 2004	2003
9-12	History-Social Science	Globe Fearon	Economics	June 2005	2001
9-12	History-Social Science	Globe Fearon	American Government	June 2005	2001
10	History-Social Science	Holt, Rinehart & Winston	The Human Journey	June 2006	2003
11	History-Social Science	Glencoe	American Vision, Modern Times	June 2006	2006
12	History-Social Science	Glencoe	Economics: Principles & Practices	June 2006	2005
12	History-Social Science	Glencoe/McGraw-Hill	American Government: Democracy in Action	June 2006	2006
K-5	Mathematics	CSL Associates	Success with Math Coach	June 2005	2001
K-6	Mathematics	Houghton Mifflin	California Mathematics	August 2009	2009
6	Mathematics	Scott Foresman	California Mathematics	June 2005	2001
7	Mathematics	Prentice Hall	Pre-Algebra CA Edition	June 2005	2001
6-7	Mathematics	McDougal-Littell	Mathematics, Course 1	June 2005	2001
7-8	Mathematics	McDougal-Littell	Mathematics, Course 2	June 2005	2001
6-8	Mathematics	CGP Education	CGP: Course 1, Course 2 & Algebra 1	June 2009	2008
8-12	Mathematics	Prentice Hall	Algebra 1, CA Edition	June 2005	2001
8-12	Mathematics	McDougal-Littell	Algebra 1	June 2005	2001
9-12	Mathematics	McDougal-Littell	Geometry	June 2005	2003
9-12	Mathematics	Glencoe	Geometry: Concepts and Applications	June 2005	2001
9-12	Mathematics	Glencoe	Mathematics with Business Applications	May 2007	2007
10-12	Mathematics	Prentice Hall	Algebra 2 w/ Trigonometry	June 2005	2001
6-12	Physical Education	Human Kinetics Publisher	Fitness for Life	Feb 2010	2007
K12	Reading/Language Arts	National Geographic/Hampton Brown	Inside Language, Literacy and Content (Avenues, Edge, Inside the USA)	Feb 2010	2008
K-6	Reading/Language Arts	Houghton Mifflin	Legacy of Literature	June 2004	2003
7-12	Reading/Language Arts	McDougal-Littell	Language of Literature	June 2005	2002
7-12	Reading/Language Arts	Prentice Hall	Timeless Voices, Timeless Themes	June 2005	2002
4-12	Reading	Wright Group	Fast Track Intervention reading	May 2007	2004

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Grade	Core Area	Publisher	LCCS Title	Board Approved	© Date
K-2	Science	Delta Education	FOSS	May 2007	2004
K-8	Science	Glencoe/McGraw-Hill	California Science	June 2005	2000
1-5	Science	McGraw-Hill	Science	June 2005	2001
K-5	Science	Macmillan/McGraw-Hill	California Science	May 2007	2008
6	Science	Holt, Rinehart & Winston	Earth Science, CA Edition	May 2003	2001
6	Science	Prentice Hall	Focus on Earth Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Life Science, CA Edition	May 2003	2001
7	Science	Prentice Hall	Focus on Life Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Holt California Life Science	June 2006	2007
8	Science	Holt, Rinehart & Winston	Physical Science, CA Edition	May 2003	2001
8	Science	Prentice Hall	Focus on Physical Science, CA Edition	June 2005	2001
8	Science	Holt, Rinehart & Winston	Holt California Physical Science	June 2006	2007
6-8	Science	Glencoe/McGraw-Hill	Focus On Series	May 2007	2007
6-8	Science	Prentice Hall	Science Explorer	June 2006	2000
9-12	Science	Glencoe/McGraw-Hill	Glencoe Biology	May 2007	2007
9-12	Science	Glencoe/McGraw-Hill	Glencoe Physical Science w/ Earth Science	May 2007	2006
9-12	Science	Prentice Hall	Life Science	June 2006	2006
9-12	Science	Prentice Hall	Physical Science	June 2006	2006
9-12	Science	Prentice Hall	Earth Science	June 2006	2006
9-12	Science	Glencoe	Earth Science	June 2005	2002
9-12	Science	Glencoe	Life Science	June 2005	2002
9-12	Science	Glencoe	Physical Science	June 2005	2002
9-12	Science	Globe Fearon	Life Science	June 2005	2003
9-12	Science	Globe Fearon	Physical Science	June 2005	2003
9-12	Science	McDougal-Littell	Earth Science	June 2006	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 1	June 2005	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 2	June 2005	2005
9-12	Art	Glencoe	Art In Focus	May 2007	2006
9-12	Art	Glencoe/McGraw-Hill	Music! It's Role & Importance in Our lives	Feb 2010	2006
9-12	Art	Glencoe	Creating and Understanding Drawings	May 2007	2006
9-12	Art	Glencoe	ArtTalk	May 2007	2005
7-12	Drama	Perfection Learning	Basic Drama Projects	May 2008	2009
K-5	Health	Macmillan/McGraw-Hill	Health and Wellness	June 2006	2005
6-8	Health	Glencoe/McGraw-Hill	Teen Health	June 2005	2005
9-12	Health	Globe Fearon	Health	June 2004	2005
9-12	Health	Glencoe	Health and Wellness	June 2005	2005
K-5	History-Social Science	Harcourt Publishers	Reflections: California Series	June 2006	2006
K-6	History-Social Science	Macmillan/McGraw-Hill	California Vistas	June 2006	2007
6-8	History-Social Science	Glencoe/McGraw-Hill	Discovering Our Past	June 2006	2006
7-8	History-Social Science	Houghton Mifflin	All Titles		1999
7-8	History-Social Science	Oxford University Press	Oxford CA History-Social Science Program	May 2007	2005
9-12	History-Social Science	Prentice Hall	World History: Modern Times	June 2006	2006
9-12	History-Social Science	Prentice Hall	US History	June 2006	2006
9-12	History-Social Science	Prentice Hall	Economics: Principles In Action	June 2006	2006

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Grade	Core Area	Publisher	LCCS Title	Board Approved	© Date
9-12	History-Social Science	Prentice Hall	MacGruder's American Government	June 2006	2006
9-12	History-Social Science	Glencoe	Modern Times	June 2006	2006
9-12	History-Social Science	Glencoe/McGraw-Hill	Economics: Today and Tomorrow	June 2006	2005
9-12	History-Social Science	Globe Fearon	World History	June 2005	2002
9-12	History-Social Science	Globe Fearon	American History	June 2004	2003
9-12	History-Social Science	Globe Fearon	Economics	June 2005	2001
9-12	History-Social Science	Globe Fearon	American Government	June 2005	2001
10	History-Social Science	Holt, Rinehart & Winston	The Human Journey	June 2006	2003
11	History-Social Science	Glencoe	American Vision, Modern Times	June 2006	2006
12	History-Social Science	Glencoe	Economics: Principles & Practices	June 2006	2005
12	History-Social Science	Glencoe/McGraw-Hill	American Government: Democracy in Action	June 2006	2006
K-5	Mathematics	CSL Associates	Success with Math Coach	June 2005	2001
K-6	Mathematics	Houghton Mifflin	California Mathematics	August 2009	2009
6	Mathematics	Scott Foresman	California Mathematics	June 2005	2001
7	Mathematics	Prentice Hall	Pre-Algebra CA Edition	June 2005	2001
6-7	Mathematics	McDougal-Littell	Mathematics, Course 1	June 2005	2001
7-8	Mathematics	McDougal-Littell	Mathematics, Course 2	June 2005	2001
6-8	Mathematics	CGP Education	CGP: Course 1, Course 2 & Algebra 1	June 2009	2008
8-12	Mathematics	Prentice Hall	Algebra 1, CA Edition	June 2005	2001
8-12	Mathematics	McDougal-Littell	Algebra 1	June 2005	2001
9-12	Mathematics	McDougal-Littell	Geometry	June 2005	2003
9-12	Mathematics	Glencoe	Geometry: Concepts and Applications	June 2005	2001
9-12	Mathematics	Glencoe	Mathematics with Business Applications	May 2007	2007
10-12	Mathematics	Prentice Hall	Algebra 2 w/ Trigonometry	June 2005	2001
6-12	Physical Education	Human Kinetics Publisher	Fitness for Life	Feb 2010	2007
K12	Reading/Language Arts	National Geographic/Hampton Brown	Inside Language, Literacy and Content (Avenues, Edge, Inside the USA)	Feb 2010	2008
K-6	Reading/Language Arts	Houghton Mifflin	Legacy of Literature	June 2004	2003
7-12	Reading/Language Arts	McDougal-Littell	Language of Literature	June 2005	2002
7-12	Reading/Language Arts	Prentice Hall	Timeless Voices, Timeless Themes	June 2005	2002
4-12	Reading	Wright Group	Fast Track Intervention reading	May 2007	2004
K-2	Science	Delta Education	FOSS	May 2007	2004
K-8	Science	Glencoe/McGraw-Hill	California Science	June 2005	2000
1-5	Science	McGraw-Hill	Science	June 2005	2001
K-5	Science	Macmillan/McGraw-Hill	California Science	May 2007	2008
6	Science	Holt, Rinehart & Winston	Earth Science, CA Edition	May 2003	2001
6	Science	Prentice Hall	Focus on Earth Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Life Science, CA Edition	May 2003	2001
7	Science	Prentice Hall	Focus on Life Science, CA Edition	June 2006	2001
7	Science	Holt, Rinehart & Winston	Holt California Life Science	June 2006	2007
8	Science	Holt, Rinehart & Winston	Physical Science, CA Edition	May 2003	2001

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Grade	Core Area	Publisher	LCCS Title	Board Approved	© Date
8	Science	Prentice Hall	Focus on Physical Science, CA Edition	June 2005	2001
8	Science	Holt, Rinehart & Winston	Holt California Physical Science	June 2006	2007
6-8	Science	Glencoe/McGraw-Hill	Focus On Series	May 2007	2007
6-8	Science	Prentice Hall	Science Explorer	June 2006	2000
9-12	Science	Glencoe/McGraw-Hill	Glencoe Biology	May 2007	2007
9-12	Science	Glencoe/McGraw-Hill	Glencoe Physical Science with Earth Science	May 2007	2006
9-12	Science	Prentice Hall	Life Science	June 2006	2006
9-12	Science	Prentice Hall	Physical Science	June 2006	2006
9-12	Science	Prentice Hall	Earth Science	June 2006	2006
9-12	Science	Glencoe	Earth Science	June 2005	2002
9-12	Science	Glencoe	Life Science	June 2005	2002
9-12	Science	Glencoe	Physical Science	June 2005	2002
9-12	Science	Globe Fearon	Life Science	June 2005	2003
9-12	Science	Globe Fearon	Physical Science	June 2005	2003
9-12	Science	McDougal-Littell	Earth Science	June 2006	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 1	June 2005	2005
9-12	Foreign Language	Glencoe	Buen Viaje! Spanish 2	June 2005	2005

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,931	\$1,239	\$5,692	\$55,567
District	\$7,296	\$5,175	\$2,121	\$56,950
Percent Difference – School Site and District			168.36%	-2.43%
State			Not Available From CDE	\$55,252
Percent Difference – School Site and State			Not Available From CDE	Not Available From CDE

Note: Cells shaded in black do not require data.

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Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at

<http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,785	\$37,978
Mid-Range Teacher Salary	\$52,360	\$55,252
Highest Teacher Salary	\$69,750	\$71,674
Average Principal Salary (Elementary)	\$86,742	\$87,651
Average Principal Salary (Middle)	\$86,742	\$92,196
Average Principal Salary (High)	\$86,742	\$93,352
Superintendent Salary	\$158,897	\$116,851
Percent of Budget for Teacher Salaries	9.31%	6.52%
Percent of Budget for Administrative Salaries	5.54%	34.39%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	41%	41%	44%	49%	49%	49%	50%	52%	54%
Mathematics	23%	21%	31%	30%	30%	36%	46%	48%	50%
Science	29%	22%	42%	43%	44%	47%	50%	53%	56%
History-Social Science	32%	22%	26%	36%	31%	32%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	36%	47%	32%
All Students at the School	44%	31%	42%	26%
Male	47%	38%	53%	36%
Female	42%	25%	35%	20%
Black or African American	31%	15%	0%	0%
American Indian or Alaska Native	42%	44%	42%	40%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	34%	25%	23%	18%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	50%	33%	49%	29%
Two or More Races	40%	27%	0%	14%
Socioeconomically Disadvantaged	37%	29%	33%	21%
English Learners	15%	8%	0%	0%
Students with Disabilities	38%	34%	0%	13%
Students Receiving Migrant Education Services	NA	NA	NA	NA

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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California High School Exit Examination Results for All Grade Ten Students Three-Year Comparison (if applicable)

Subject	Percent of Students Passing at 350 or Above	
	School	
	2010-11	
English-Language Arts	83%	
Mathematics	74%	

Subject	Percent of Students Passing at 380 or Above Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	45%	43%	55%	46%	53%	57%	52%	54%	59%
Mathematics	37%	25%	31%	37%	40%	43%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	28%	29%	57%	34%	8%
All Students at the School	45%	30%	25%	69%	24%	7%
Male	48%	35%	17%	64%	27%	9%
Female	43%	28%	28%	72%	22%	7%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	60%	27%	13%	79%	21%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	40%	33%	28%	65%	26%	9%
Two or More Races	0%	0%	0%	0%	0%	0%

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Socioeconomically Disadvantaged	50%	33%	17%	76%	20%	4%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.00%	13.80%	34.50%
7	10.50%	15.80%	36.80%
9	17.00%	23.40%	21.30%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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API Rank	2008	2009	2010
Statewide	3	4	3
Similar Schools	8	9	9

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	51	-21	45
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-10	16
Native Hawaiian or Pacific Islander			
White	58	-19	56
Two or More Races	N/D		
Socioeconomically Disadvantaged	77	-41	50
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	# Students	School	# Students	LEA	# Students	State
All Students at the School	236	732	241	732	4,683,676	778
Black or African American	10		11	541	317,856	696
American Indian or Alaska Native	24	763	24	763	33,774	733
Asian	4		5		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	60	692	61	691	2,406,749	729
Native Hawaiian or Pacific Islander	1		1		26,953	764
White	124	756	125	757	1,258,831	845
Two or More Races	12	699	13	683	76,766	836
Socioeconomically Disadvantaged	156	706	161	705	2,731,843	726
English Learners	10		12	651	1,521,844	707
Students with Disabilities	32	689	33	679	521,815	595

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Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes
Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	12.3	17.7	13.0	17.2	17.9	10.7	4.9	5.7	4.6
Graduation Rate	82.80	82.05	83.10	82.80	82.05	83.10	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

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Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students (Number)	53	58	N/D
Black or African American	0%	0%	N/D
American Indian or Alaska Native	26%	24%	N/D
Asian	0%	0%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	0%	0%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D
White	74%	76%	N/D
Two or More Races	0%	0%	N/D
Socioeconomically Disadvantaged	47%	50%	N/D
English Learners	2%	2%	N/D
Students with Disabilities	8%	16%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

There were no Career Technical Education Programs provided in the 2010-2011 school year.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	Not Applicable
Percent of pupils completing a CTE program and earning a high school diploma	Not Applicable
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	Not Applicable

Learning Community Charter School 2010-2011 SARC

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	18.6%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	2%

Advanced Placement Courses (School Year 2010–11) PENDING as of 11/13/1`1

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

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

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

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

Learning Community Charter

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Butte County Office of Education

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org