

# STREAM Charter

## 2023–24 School Accountability Report Card

### Reported Using Data from the 2023–24 School Year

#### California Department of Education

**Address:** 455E Oro Dam Blvd. East  
Oroville, CA , 95965-5743

**Principal:** Ellen Hamilton, Co-Principal/Director

**Phone:** (530) 534-1633

**Grade Span:** TK-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

## California School Dashboard

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

## Internet Access

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

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Ellen Hamilton, Co-Principal/Director

📍 Principal, STREAM Charter

Thank you for visiting the STREAM School Accountability Report Card. We are very proud of the work our students and staff are doing.

## About Our School

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STREAM opened in August of 2014, and we are excited about the progress of our students. STREAM has been able to expand by adding six classrooms and a new gym in 2022 to be able to accommodate more students on the waitlist. In 2023, STREAM continued to expand by adding a standalone TK Class and another Third and Fourth Grade Class. STREAM students have consistently scored above the California average of the percentage of students who have met or exceeded state standards. The past year, STREAM scored above the state in Science. STREAM has been named a California Honor Roll school for decreasing the achievement gap among diverse populations of students. The entire STREAM community is working together to ensure that students are learning in a safe, healthy, and happy community of scholars.

## Contact

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STREAM Charter  
455E Oro Dam Blvd. East  
Oroville, CA 95965-5743

Phone: [\(530\) 534-1633](tel:5305341633)

Email: [ehamilton@streamcharter.net](mailto:ehamilton@streamcharter.net)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Oroville City Elementary
<b>Phone Number</b>	(530) 532-3000
<b>Superintendent</b>	Holtom, Spencer
<b>Email Address</b>	<a href="mailto:sholtom@ocesd.net">sholtom@ocesd.net</a>
<b>Website</b>	<a href="http://www.ocesd.net">www.ocesd.net</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	STREAM Charter
<b>Street</b>	455E Oro Dam Blvd. East
<b>City, State, Zip</b>	Oroville, CA , 95965-5743
<b>Phone Number</b>	(530) 534-1633
<b>Principal</b>	Ellen Hamilton, Co-Principal/Director
<b>Email Address</b>	<a href="mailto:ehamilton@streamcharter.net">ehamilton@streamcharter.net</a>
<b>Website</b>	<a href="http://streamcharterschool.org">http://streamcharterschool.org</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	04615070129577

## School Description and Mission Statement (School Year 2024–25)

### Statement of Beliefs

- Every student can learn and learns uniquely at his/her own pace.
- Parents are the first and primary teachers. They are responsible for their children's basic needs and values.
- Teachers should come alongside students to model a positive, face-to-face, long-term relationship and effectively lead students through an inquisitive, guided discovery of learning objectives.
- Cultural diversity enriches our learning community.
- Students excel academically when schools provide a safe, positive, organized setting with clearly defined academic and behavior expectations.
- Accelerated learning increases and negative behavior decreases when students are engaged in a dynamic, highly challenging educational environment.
- Effective character education enhances the academic program.
- Students should engage in effective, real-world problem and project-based learning experiences.
- Knowledge, application, and integration of today's technology helps prepare students for tomorrow's world.

- Paper and pencil, books, lectures, computers, collaboration, songs and chants, Legos, scissors, teachers and parents, test tubes, robots, watercolors, music, P.E. and learning centers are just some examples of the many important components in our learning environment.
- Achievement goals must be set for individual students, teachers, and the learning community.

### **Mission Statement**

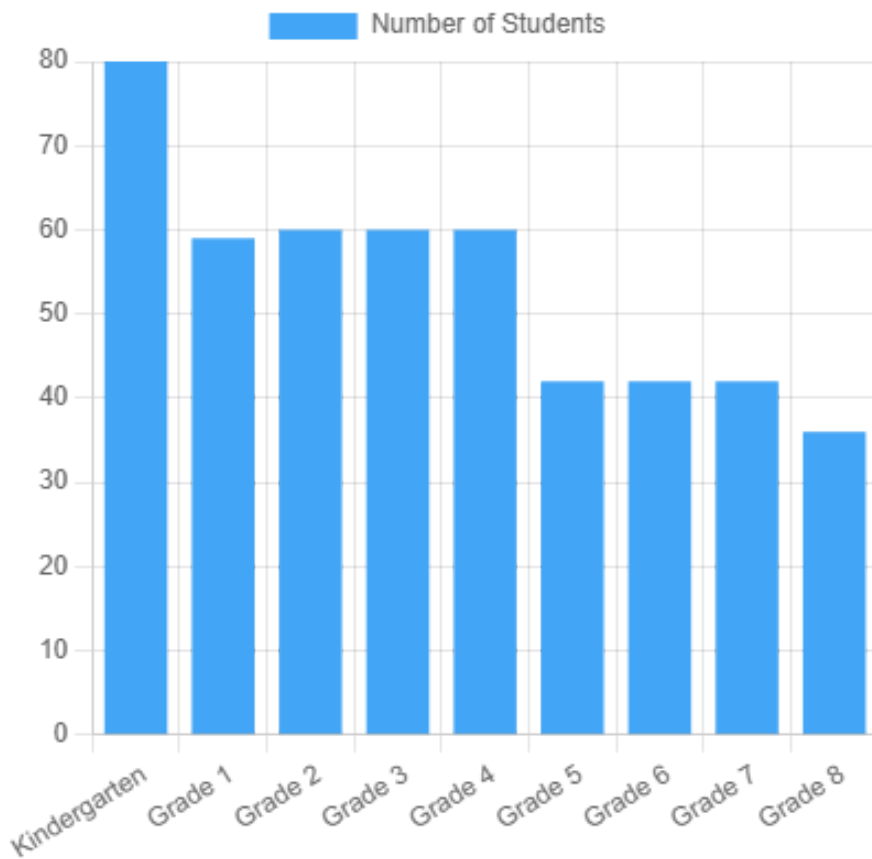
The mission of STREAM is to prepare students to be confident, equipped, intentional, and collaborative 21st Century thinkers who are motivated and skilled to meet the challenges of their rapidly changing world. STREAM develops future leaders by encouraging academic excellence, building critical and creative thinking skills, heightening curiosity, supporting collaboration, providing rich access to technology, and enriching social development in a nurturing environment. STREAM will equip students to succeed intellectually and socially through collaborative problem and project-based inquiry learning and service-learning projects with a STREAM focus.

### **Vision Statement**

STREAM's vision is to provide a model for student learning and educational delivery of 21st Century knowledge and skills. Students will leave STREAM engaged in continuous learning, confident in their knowledge and abilities, able to make responsible choices, and committed to making a positive impact on the community and the wider world. STREAM will collaborate and share what we learn about successfully integrating STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) into a rigorous academic program that serves a diverse student body. By providing another educational option for Oroville families, STREAM will complement the learning programs and activities of OCESD and enhance the greater community.

## Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	80
Grade 1	59
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	42
Grade 6	42
Grade 7	42
Grade 8	36
Total Enrollment	481



## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	2.70%
Asian	11.20%
Black or African American	0.40%
Filipino	0.20%
Hispanic or Latino	13.30%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	12.30%
White	58.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.40%
Foster Youth	0.20%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disadvantaged	53.60%
Students with Disabilities	15.20%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	91.67%	119.10	92.78%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	3.70%	1.50	1.21%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	4.63%	6.70	5.22%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>11.80</b>	<b>100.00%</b>	<b>128.40</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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



## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	92.97%	129.70	95.64%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.74%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	6.96%	2.60	1.92%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	2.30	1.70%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>14.20</b>	<b>100.00%</b>	<b>135.60</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	79.06%	118.60	85.65%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	4.93%	6.70	4.84%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	9.90	7.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	3.20	16.01%	3.20	2.35%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>20.30</b>	<b>100.00%</b>	<b>138.50</b>	<b>100.00%</b>	<b>277698</b>	<b>100%</b>

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

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

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.40	0.90	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.40	0.90	0

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

## Class Assignments

<b>Indicator</b>	<b>2020– 21 Percent</b>	<b>2021– 22 Percent</b>	<b>2022– 23 Percent</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50%	35.2%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.00%	0%	21.9%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	STREAM uses a problem and project-based, integrated approach and relies, primarily, on teacher-created curriculum. We also use Fountas and Pinnell, Scholastic, Freckle, and Handwriting without Tears as supplementary material. We also use Accelerated Reader to track student progress in reading. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, home, and virtually anywhere with internet access.	0
Mathematics	STREAM uses a problem and project-based, integrated approach and relies, primarily on Envision Math. We also use Freckle, Mathletics, and various apps, depending on grade level, as supplementary material. We also use Accelerated Math to track student progress in math. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, at home, and virtually anywhere with internet access.	0
Science	STREAM uses a problem and project-based, integrated approach and relies, primarily, on teacher-created curriculum. We also use FOSS, Delta, Scholastic, National Geographic, Mosa Mack, and various apps, depending upon grade level, as supplementary material. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, at home, and virtually anywhere with internet access.	0
History-Social Science	STREAM uses a problem and project-based, integrated approach and relies, primarily, on teacher-created curriculum. We also use Scholastic, Studies Weekly, and various apps, depending on grade level, as supplementary material. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, at home, and virtually anywhere with internet access.	0

<b>Subject</b>	<b>List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Foreign Language	N/A	0
Health	STREAM uses a problem and project-based, integrated approach and relies, primarily, on teacher-created curriculum. We also use Always Changing and Growing Up program, Positive Prevention Plus, and various apps, depending on grade level, as supplementary material. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, home, and virtually anywhere with internet access.	0
Visual and Performing Arts	STREAM uses a problem and project-based, integrated approach and relies, primarily, on teacher-created curriculum. We also use Arts Attack, a range of music books, and various apps, depending upon grade level, as supplementary material. Since all students use an iPad and Chromebook, many of our books and materials are available to students electronically (cloud-based) at school, home, and virtually anywhere with internet access. Students have several opportunities to perform in public throughout the year. Art is embedded into the curriculum and experienced daily. All students attend a daily music class.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

In 2022, the school added a new gym and six new classrooms in order to accommodate additional students from the waiting list. The school also installed a new fence during the summer of 2022. Due to the new construction, this past year's annual inspection was conducted by the city fire marshal, the city engineer, the city building inspector, and two contractors. The school is cleaned daily, and maintenance services are provided as needed. The school is in good overall condition. In August 2023, STREAM continued to expand and added two more modular classrooms (TK and Music/ASP) and modular playground restrooms. STREAM also added Third and Fourth Grade Classes. In addition, STREAM added another play structure area in August 2023. STREAM is currently in the process of updating a new building making it a cafeteria to host students during lunch and be another usage for the After-School Program.

The 2024 Facility Inspection found all systems to be in good repair and the Overall Facility Condition to be Good. The few areas in need of improvement already have repairs underway.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	52%	41%	26%	26%	46%	47%
Mathematics (grades 3-8 and 11)	36%	29%	19%	21%	34%	35%

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

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

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	276	275	99.64%	0.36%	41.45%
Female	128	127	99.22%	0.78%	47.24%
Male	148	148	100.00%	0.00%	36.49%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	60.00%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	32	32	100.00%	0.00%	31.25%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37%	2.63%	43.24%
White	165	165	100.00%	0.00%	41.21%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00%	0.00%	35.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	12.20%

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

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

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

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	276	275	99.64%	0.36%	29.09%
Female	128	127	99.22%	0.78%	25.98%
Male	148	148	100.00%	0.00%	31.76%
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00%	0.00%	40.00%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	32	32	100.00%	0.00%	21.88%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37%	2.63%	18.92%
White	165	165	100.00%	0.00%	32.12%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00%	0.00%	22.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	41	41	100.00%	0.00%	4.88%

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

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

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

# CAASPP Test Results in Science for All Students

## Grades Five, Eight and High School

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

<b>Subject</b>	<b>School 2022–23</b>	<b>School 2023–24</b>	<b>District 2022–23</b>	<b>District 2023–24</b>	<b>State 2022–23</b>	<b>State 2023–24</b>
Science (grades 5, 8, and high school)	35.90%	45.33%	19.86%	18.45%	30.29%	30.73%

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

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

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	75	100.00%	0.00%	45.33%
Female	35	35	100.00%	0.00%	48.57%
Male	40	40	100.00%	0.00%	42.50%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00%	0.00%	53.85%
White	43	43	100.00%	0.00%	44.19%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00%	0.00%	29.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2023–24)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	95%	90%	97%	85%	83%
7	88%	95%	100%	93%	85%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2024–25)

STREAM invites parents to volunteer during the school year so they can participate in various aspects of their child(ren)'s education. These experiences can be anything from driving for a field trip to volunteering in a classroom/playground to serving on a committee.

STREAM has a School Site Council, Grizzly Parent Advocacy Group, Parent Club, and two governing board positions for parent representatives.

STREAM holds a Back to School/Meet the Teacher event prior to the first day of school to ensure everyone has the opportunity to meet their teachers and hear about the curricular emphasis and classroom expectations for the year. Further, STREAM holds a Parent/Teacher Conference during a full week in the fall to provide an opportunity for teacher and parent(s) to meet to discuss academic and social concerns or victories. Parents are also encouraged to stay in contact with teachers via email, phone, or parent portal (Aeries) to track progress. The school also posts updates about school events on the school website and Facebook page, as well as via email and flyers. STREAM emails home a monthly school newsletter. Classroom teachers also use newsletters, flyers, emails, and class websites to inform parents of opportunities for participation. Beyond all of this, STREAM also holds monthly Student of the Month Assemblies, three Honor Roll and Perfect Attendance assemblies, and Showcase events each year. We also hold a Family Science Night in the fall.

## State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	503	495	74	14.9%
Female	233	229	26	11.4%
Male	270	266	48	18.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	4	30.8%
Asian	56	56	4	7.1%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	66	66	17	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	60	11	18.3%
White	296	290	38	13.1%
English Learners	22	22	1	4.5%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	274	272	49	18.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	82	82	14	17.1%

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.31%	1.37%	1.79%	8.35%	7.98%	10.83%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.07%	0.10%	0.11%	0.07%	0.08%	0.07%

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

## Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.79%	0%
Female	1.29%	0%
Male	2.22%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	1.79%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	3.03%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	3.23%	0%
White	1.35%	0%
English Learners	4.55%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.82%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.66%	0%

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

## School Safety Plan (School Year 2024–25)

The Safety Plan is reviewed annually. As issues arise, the plan is reviewed, and updates occur. Parents and staff are involved with input and review. The School Safety Plan will be reviewed by the Board at the beginning of each school year. Any changes suggested by parents or staff will be reviewed and changes made accordingly. Any recommended changes will be brought to the attention of the Board. The safety committee will meet to review any safety concerns brought by parents, students, or staff members. Each item will be given a recommended course of correction.

STREAM will hold safety meetings as a part of staff meetings. Safety issues are dealt with promptly. STREAM will conduct an annual safety audit. Any items that need to be addressed will be taken care of promptly by the director and custodians. STREAM conducts monthly fire drills and bi-annual lockdown and earthquake drills. A record of each drill is kept in the office.

STREAM collaborates with city and county emergency responders, including local public health administrators, when planning for local hazards. The State-approved Standardized Emergency Management System (SEMS) and the National Incident Command System (NIMS) guidelines are used when updating the school emergency and disaster preparedness plans. The emergency response team works in planning or recommending procedures to be followed.

Key Elements of the Safety Plan include

- Earthquake, Fire, and Other Natural Disaster Preparedness
- Hazardous Materials Incident or Gas Leak
- Severe Weather
- Lockdown for Intruder
- Assault/Child Abuse
- Drug Overdose/Poisoning/Allergic Reaction
- Missing Child
- Pandemic Illness
- Transportation Safety
- Anti-Bullying Policy
- Sexual Harassment Policy

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29.00		3	
1	30.00		3	
2	30.00		3	
3	36.00		1	2
4	23.00	1	1	1
5	35.00		1	2
6	29.00	1	1	2
Other**	21.00		1	

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	60.00	0	2	2
1	59.00	0	2	2
2	60.00	0	2	2
3	38.00	0	1	2
4	48.00	0	0	3
5	38.00	0	1	2
6	37.00	0	1	2
Other**	24.00	0	2	0

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

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	38.00		3	1
1	37.00		3	1
2	38.00		3	1
3	54.00		3	2
4	54.00		3	2
5	38.00		1	2
6	38.00		1	2
Other**	24.00		1	

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

\*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2023–24)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$15193.00	\$5794.00	\$9399.00	\$77402.64
District	N/A	N/A	--	\$85997.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94129.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2023–24)**

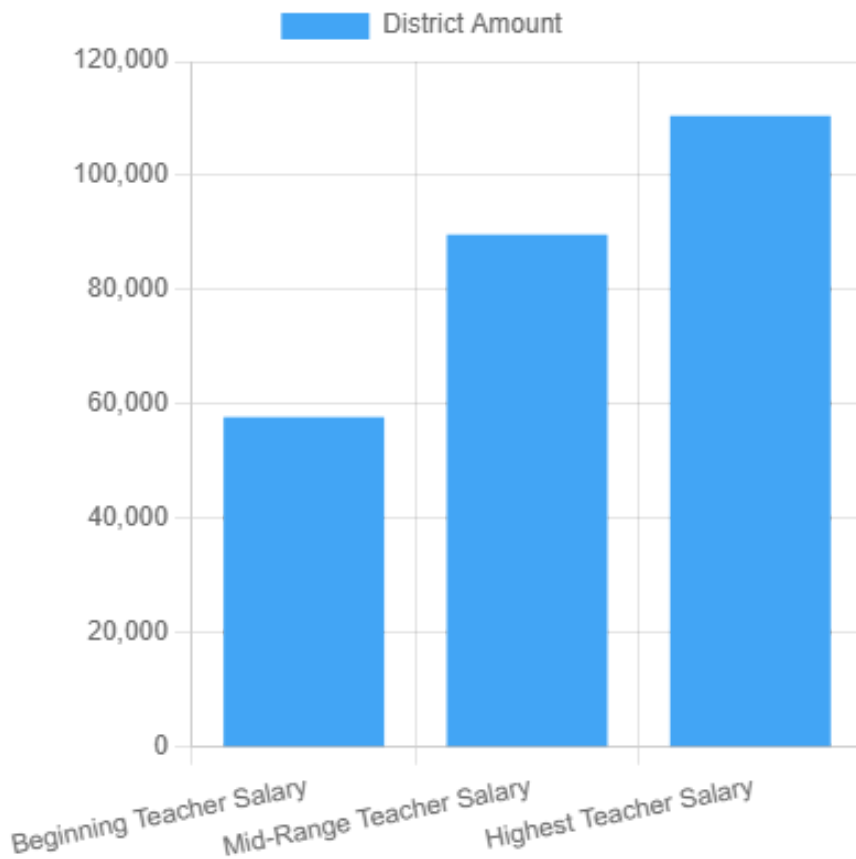
In addition to regular school programming, STREAM provides all students with an iPad and a Chromebook for use during class. All students also daily engage in music and PE with dedicated Music and PE teachers. STREAM also provides a daily (Mon-Thu) three-tiered intervention and technology program for students.

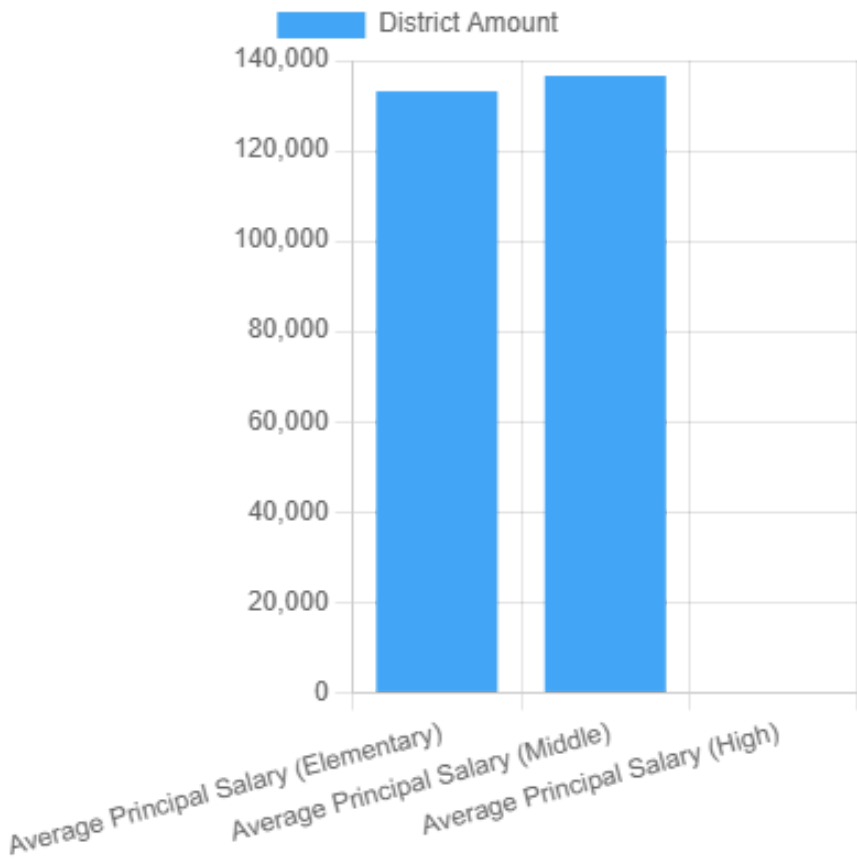
Supplemental funds are used specifically for STREAM's unduplicated students (English Learners, low-income, and Foster Youth). The use of these funds goes above and beyond what is provided in our base programs for ALL students. We understand our unduplicated students are some of our most vulnerable and can benefit from additional support to close performance gaps. STREAM's plan includes a number of approaches to support unduplicated students including but not limited to providing professional development for teachers; implementing a responsive intervention program for struggling students, particularly second language, special education, foster youth, and underserved populations: the use of testing data to inform instruction, supporting academic achievement through an arts-embedded curriculum and providing students with a variety of ways to demonstrate mastery of learning. The supplemental funds will allow these interventions and programs to continue so that STREAM can best serve its diverse student population.

## Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57774.00	\$57838.62
Mid-Range Teacher Salary	\$89697.00	\$90040.10
Highest Teacher Salary	\$110476.00	\$118647.40
Average Principal Salary (Elementary)	\$133148.00	\$144638.98
Average Principal Salary (Middle)	\$136590.00	\$148269.55
Average Principal Salary (High)	\$0.00	\$161275.33
Superintendent Salary	\$202404.00	\$229985.85
Percent of Budget for Teacher Salaries	0.30%	30.79%
Percent of Budget for Administrative Salaries	0.05%	5.71%

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





**Professional Development**

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5