



A Charter School in Oroville

Charter Renewal for the term

July 1, 2019 – June 30, 2024

Respectfully submitted to the Oroville City Elementary School District

September 2018

Table of Contents

Affirmations and Declaration	4
Executive Summary	7
Successes and Accomplishments of the Prior Charter Term	10
Charter Renewal Criteria	12
Introduction	15
Element A: Educational Program	21
Students to Be Served – Target Student Population	22
The Need	23
Educational Focus	23
What is STREAM ?	23
Educational Philosophy	26
What it Means to Be an Educated Person in the 21 st Century	26
How Learning Best Occurs	28
Guiding Principals	28
Curriculum and Instructional Design	31
Learning Environment	31
Instructional Approach	32
Constructivism	33
Differentiated Instruction	35
Family Engagement	37
Proposed Schedule and Calendar	38
Instructional Day	38
A Day in the Life of a STREAM Student	43
Subject Areas	47
Curriculum Design	51
Professional Development	53
Plan for Special Learners	55
Plan for Students Who are Academically Low Achieving	55
Plan for Students Who are Academically High Achieving	57
Plan for English Learners	57
Plan for Students with Disabilities	67
Element B: Measurable Pupil Outcomes	77
Element C: Methods of Assessment	77
State Assessments	79
Multiple Measures	79
Leveled Reading Assessments	79
Writing Assessments	80
Mathematics Assessments	80
Thematic Unit Assessments	80
Report Cards and Portfolios	81
Use and Reporting of Data	81
Element D: Governance Structure	84
Shared Leadership	84
Legal Status	84

Board of Directors	85
Roles in the STREAM Community	86
Element E: Employee Qualifications	92
Assurances	92
Employee Recruitment and Selection	92
Staff Evaluation	93
Job Descriptions	93
Element F: Health and Safety	102
Student and Staff Health and Safety Provisions	102
Facility Safety	104
Emergency Preparedness	104
Element G: Racial and Ethnic Balance	105
Community Recruitment and Outreach Plan	105
Element H: Admissions Policies and Procedures	107
Legal Assurances	107
Admission and Enrollment Process	107
Public Random Drawing	108
Element I: Annual Independent Financial Audit	111
Element J: Student Suspension and Expulsion	112
Element K: Retirement Systems	130
Element L: Public School Attendance Alternatives	131
Element M: Employee Rights	132
Element N: Dispute Resolution	133
Disputes between STREAM and the Authorizing Entity	133
Element O: School Closure Procedures	135
Miscellaneous Charter Provisions	137
Financial Plan	137
Facilities	138
District Oversight	138
Insurance	138
Potential Civil Liability Effects	138
Administrative Services	139
Conclusion	141

APPENDICES:

APPENDIX I – CAASPP Reports

APPENDIX II – Sample School Calendar

APPENDIX III – Local Control and Accountability Plan

APPENDIX IV – Board Bylaws, Articles of Incorporation, Conflict of Interest Code

APPENDIX V - Annual Operating Budget, Cash Flow

AFFIRMATIONS AND DECLARATION

STREAM Charter School (“**STREAM**” or the “Charter School”), located within the boundaries of the Oroville City Elementary School District (“**OCESD**” or the “District”), will follow any and all federal, state, and local laws and regulations that apply to **STREAM**, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of **STREAM** Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“**IDEA**”), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School will comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School will comply with the Public Records Act.

- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960].

Signature of Director, Dr. Don Phillips

Date

Signature of Board President, Dr. Thu-Trang Lili Phung

Date

EXECUTIVE SUMMARY

A charter school is a public school that provides instruction in any combination of grades, kindergarten through grade twelve. Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. Specific goals and operating procedures for a charter school are detailed in the agreement between the charter authorizing entity and the charter developer. Students enroll in charter schools on a voluntary basis.¹

The California Legislature enacted the Charter Schools Act of 1992 to authorize the establishment of charter schools and outline the purposes of charter schools, as specified in Education Code Section 47601:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Pursuant to Education Code Section 47607(a)(3)(A), “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” “All groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined in Education Code Section 52052(a)(3).

This is a charter renewal, submitted by **STREAM** with the desire to work alongside OCESD to improve measurable student learning, increase opportunities, encourage innovation, provide choices, and stimulate continuous improvement.

¹ Charter Schools FAQ Section 2, California Department of Education, <https://www.cde.ca.gov/sp/cs/re/qandasec2mar04.asp>.

STREAM is a public charter school that serves kindergarten through eighth grade students in the greater Oroville area. The **STREAM** educational model emphasizes problem and project based, inquiry learning and a collaborative and equitable approach to educating youth in a technology rich environment. **STREAM** emphasizes Science, Technology, Reading, Engineering, Arts, and Mathematics. This charter renewal describes the rationale, operational details, and financial strategy for continuing a successful and sustainable school.

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 broadly share innovations discovered while 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.

What is STREAM?

STREAM is Science, Technology, Reading, Engineering, Art, and Mathematics. **STREAM** believes that a strong foundation in science and mathematics provides a critical component to a successful 21st Century career. **STREAM** believes in the integration of technology, literacy, and the arts throughout the curriculum. This integrated learning provides support that meets the varied needs of all students. **STREAM:**

- uses the California Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, English Language Development (“ELD”) Standards, and any other applicable state content standards (hereinafter, collectively “State Standards”) as the foundation that all curriculum is built upon;
- integrates technology, literacy, and the arts into core curricular areas, providing supports that meet the varied learning needs of students on multiple levels;
- combines traditional and inquiry-based learning practices to ensure that students are engaged and master both concepts and skills in all of their classes;

- emphasizes active engagement in learning, providing opportunities for critical thinking, for asking challenging questions, for problem solving and decision making, for creativity and innovation, and to develop both personal and group responsibility and workforce skills in real-world contexts;
- provides opportunity to develop long-term relationships in a safe, caring, and nurturing environment;
- integrates spiraling concepts in learning, so that students revisit core skills and concepts many times throughout the years; and
- encourages each student and parent to participate in her/his academic goals and learning.

“In today’s competitive world our schools need to teach not how to find facts but rather what to do with them. We must teach our students how to synthesize, how to interrelate, how to build systems and processes based on the acquired facts, and how to question individual facts by seeing how they fit with more complex constellations of facts. We need to teach how to deal with ambiguities and nuances – how to think creatively and how to construct or deal with abstract issues. These are the skills that build a base for creativity and teach innovation. The rote learning of facts, that are soon forgotten, but that students know can easily be reacquired if ever needed, is not consistent with what either students or businesses need to be successful in today’s world.”²

How is STREAM distinct?

STREAM’s approach to instruction and student learning is distinct and unique in the following ways:

- An extended school day;
- Access to a challenging curriculum;
- A technology rich environment;
- Problem and project based learning;
- A collaborative model;
- Arts embedded curriculum;
- Individualization for each student;
- Higher expectations;
- Long-term and positive relationships through a smaller school; and
- Increased family and community involvement.

Who does STREAM Serve?

STREAM serves families in the greater Oroville area. We strive to ensure that our student body reflects the racial and ethnic balance of the general population of Oroville City Elementary School District. In addition to being ethnically diverse, **STREAM** serves families from a variety of linguistic and economic backgrounds. 48.5% of **STREAM** students are designated as socioeconomically disadvantaged, 5.6% are designated as receiving special education services, and 2.2% are designated as English Learners. **STREAM’s** ethnic demographics are: 2.2%

² STEAM on-line Newsletter: Our Education System is Not So Much Broken as it is Totally Outdated!: <http://steam-notstem.com/articles/our-education-system-is-not-so-much-broken-as-it-is-totally-outdated/>

African-American; 5.2% Asian; 13% Latino/Hispanic; 3% Native American; .4% Pacific Islander; 15.2% Two or more races; 61.1% White.

SUCSESSES & ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2014-2019

2013-2014 (Planning Year)

- The OCESD Board approved the STREAM Charter Proposal on Wednesday, August 28, 2013 by a 3-1 vote.
- STREAM staff began recruiting students at various Meet and Greet events around Oroville and received such a large response from interested families that we held our first lottery on Sunday, March 23 at 1pm to begin to fill student spaces in all classes with the exception of eighth grade.
- STREAM secured a facility in April 2014 and the owners of the facility began remodeling it into a school while staff began the process of purchasing or taking donations of furniture, equipment, and supplies and storing them until the facility was available.

2014-2015

- STREAM was given the keys to our school facility on Thursday afternoon, August 7, 2014 and spent the weekend moving in all of our furniture, equipment, and supplies.
- We held a ribbon cutting ceremony, open house, and meet the staff on Monday, August 11, 2014 and overwhelmed our parking capacity with an estimated crowd of nearly 1,000 people.
- STREAM opened on Tuesday morning, August 12, 2014 at 8:00am as a full school with 270 students and began the process of building a new school.
- We assessed our students during the first month of school, using Track My Progress (“TMP”), and found the achievement levels of our students were close to those of the district from which they came. Our students began the year with 27% at proficient or advanced in ELA and 18% proficient or advanced in Math. 56% of our students did not meet ELA standards and 69% did not meet Math standards. We finished the year matching the state averages on the CAASPP with 44% of our students proficient or advanced in ELA and 33% proficient or advanced in Math. Our students who did not meet standards dropped to 27% in ELA and 32% in Math – lower than the state average.
- During the school year, we purchased used iPads for each student, purchased instruments for our bands, added fencing around our K-4 classrooms and the playground, and started developing the playground.
- Three of our students won awards at the local level of the annual Voice of Democracy (“VOD”) essay contest, sponsored by Veterans of Foreign Wars.
- All of our full-time staff attended the Computer Using Educators (“CUE”) Conference.
- We spent the year creating our school climate, establishing our curriculum and programs, and maintaining fiscal solvency (finishing the year with a reserve of \$625,920).
- We completed the year with a 97% attendance rate.

2015-2016

- During the school year, we purchased more instruments for our bands, continued to develop our playground, moved our school office to create more storage space, added our technology lab, and fenced around the 5th-8th grade classrooms and Multipurpose room.
- We finished the year exceeding the state averages with 51% of our students proficient or advanced in ELA and 49% proficient or advanced in Math. Our students who did not meet standards dropped to 16% in ELA and 19% in Math.
- Four of our students won awards at the local level of the annual VOD essay contest.
- We spent the year continuing to refine our school climate, establishing our curriculum and programs, and maintaining fiscal solvency (finishing the year with a reserve of \$1,062,158).
- We completed the year with a 97% attendance rate.

2016-2017

- During the school year, we replaced our used iPads with new ones, purchased more instruments for our bands, and completed our playground.
- After using Butte County Office of Education to run an after-school program during our first two years, we established our own after-school program.
- We finished the year again exceeding the state averages and maintaining our previous gain with 50.55% of our students proficient or advanced in ELA and 46.97% proficient or advanced in Math. Our students who did not meet standards were 22.22% in ELA and dropped to 17.68% in Math.
- Five of our students won awards at the local level of the annual VOD essay contest.
- All of our full-time staff attended the California Science Teachers Conference.
- We spent the year continuing to build our school climate, establishing our curriculum and programs, and maintaining fiscal solvency (finishing the year with a reserve of \$1,136,423).
- We completed the year with a 97% attendance rate.

2017-2018

- During the school year, we began to develop our school garden, purchased new robots for coding and robotics, and began participating in County events.
- We sent our first students to the County Spelling Bee and finished in the top 10%. We sent our first students to the County level of National History Day and had 14 of our students win awards and move on to the State level.
- Four of our students won awards at the local level of the annual VOD essay contest.
- We became our own LEA for purposes of special education and joined the El Dorado County Charter Special Education Local Plan Area (“SELPA”).
- We received a Scale-Up MTSS Statewide (“SUMS”) grant to fine tune our Multi-Tiered Support System, and we maintained fiscal solvency (our audit is not yet complete, but indicates a robust reserve).
- All of our full-time staff are attending the MTSS Conference.
- We completed the year with a 97% attendance rate.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix I: CAASPP Reports):

Analysis of Comparison Schools Data

STREAM California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-17: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	44%	51%	50.55%
	Math	33%	49%	46.96%
White	ELA	46%	55%	56.61%
	Math	35%	52%	52.34%
Hispanic or Latino	ELA	33%	44%	46.15%
	Math	16%	40%	34.62%
Ethnicity – Two or More Races	ELA	60%	46%	48%
	Math	50%	54%	52%

Economically Disadvantaged	ELA	33%	44%	35.71%
	Math	20%	41%	31.43%

Comparison Schools That STREAM Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017
Bird Street	ELA	15%	15%	15.59%
	Math	5%	12%	12.82%
Oakdale Heights	ELA	16%	19%	19.14%
	Math	17%	24%	20.1%
Ophir	ELA	31%	47%	42.21%
	Math	22%	31%	37.45%
Stanford Ave.	ELA	24%	28%	28.79%
	Math	16%	19%	23.28%
Wyandotte	ELA	14%	15%	15.08%
	Math	6%	9%	8.94%
Central Middle	ELA	26%	34%	29.77%
	Math	12%	14%	7.4%
Ishi Hills Middle	ELA	29%	30%	26.72%
	Math	19%	22%	24.46%
Golden Hills	ELA	31%	32%	34.03%
	Math	19%	21%	17.26%
Helen Wilcox	ELA	37%	35%	21.83%
	Math	32%	42%	26.06%
Palermo Middle	ELA	33%	30%	31.2%
	Math	14%	14%	10.64%
Plumas	ELA	19%	35%	40.65%
	Math	21%	23%	29.27%
Poplar	ELA	24%	21%	22.13%
	Math	15%	28%	27.05%
Sierra	ELA	20%	32%	34.49%
	Math	17%	27%	27.39%
Nelson Middle	ELA	20%	24%	20.1%
	Math	14%	13%	14.14%
Sycamore Middle	ELA	37%	41%	42.07%
	Math	20%	24%	19.87%
Bidwell Jr. High	ELA	44%	54%	45.33%
	Math	39%	44%	38.12%
Paradise Int.	ELA	29%	40%	43.35%
	Math	20%	23%	26.07%

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017
Ophir	ELA	31%	47%	42.21%
	Math	22%	31%	37.45%
Stanford Ave.	ELA	24%	28%	28.79%
	Math	16%	19%	23.28%
Central Middle	ELA	26%	34%	29.77%
	Math	12%	14%	7.4%
Ishi Hills Middle	ELA	29%	30%	26.72%
	Math	19%	22%	24.46%

Based on the above data, STREAM meets the charter renewal criteria, pursuant to Education Code Section 47607(b)(4).

INTRODUCTION

Founders

The founders of **STREAM** spent a preparation year visiting schools, attending technology-based workshops, and meeting together to discuss and dream about what a technology rich, inquiry-based school could provide to students and the greater community of Oroville. Founders met to research, learn, and talk about educational models, research-based, best practices in curriculum and program development, and the needs of students who are facing a future filled with uncertainty. With the advent of the Smarter Balanced Assessment Consortium (“SBAC”), the NGSS and the CCSS, and a futuristic look at the 21st Century knowledge and skills that will be necessary for our students to obtain, the founders set upon a course to design and build a school that would meet the growing needs of, and be beneficial to, students and the greater community of Oroville.

After the first four years of **STREAM**, the evidence indicates a successful start toward a solid and sustainable school as **STREAM** students have consistently outscored other schools in the community and have routinely scored above the state average on the CAASPP test. **STREAM** has also continued as a financially responsible and viable school.

The founders of **STREAM** represented a cross-section of educators, parents, and community members from the greater Oroville area. The list below summarizes the expertise of the original founders and the current board and staff, which spans the areas necessary to successfully operate a charter school.

Together our founding team brought over 100 years of educational experience in diverse settings. As educators, finance experts, health care professionals, small business owners, and parents we represent a broad cross-section of skills and expertise in the education arena and a knowledge and understanding of the surrounding community and school district. Here are a few highlights:

- **Dr. Don Phillips** (Director) has spent the past 35 years working with students in various capacities. He is the Director at **STREAM** and has served elsewhere as an elementary, middle, and high school principal, as well as professor, graduate center director, and interim dean of education for a university. Among his other experiences, Don was principal at Central Middle for five years. Don has taught first, fourth, and seventh grade students in self-contained classrooms and science, history, literacy, and ELD in middle school classrooms. He has been a coach, ASB advisor, technology director, mentor teacher, literacy coach, and distance learning coordinator. Don was also the founding principal of one of the first NASA Explorer Schools and a member of SIRC 8 (Science in Rural California). He has served on leadership teams and boards of several non-profit organizations. Don has an earned doctorate in Education Administration.
- **Toby Erickson** (Mentor Teacher/Coach) attended middle and high school in Oroville. Toby has been a teacher for 25 years, 18 of those in OCESD. He served as a district and county technology coach, moving through many classrooms while providing technology enhanced lessons and curriculum with students and teachers together. Toby has written and received numerous grants for these unique opportunities, including funding for radio

drama, renewable energy lessons from PG&E, and robotics. He has also coached 12 seasons of FIRST Lego League (robotics) teams. Toby spent four years teaching OCESD's Gifted and Talented (fourth through sixth grade) MAC class – a Multi-Grade, Accelerated Curriculum. Toby has taught third through eighth graders during his tenure with OCESD. Toby splits his time between a classroom role and technology teacher.

- **Leanne Erickson** (Fifth Grade) is a native of Oroville and taught in OCESD for 25 years. Much of her experience was with first graders, specializing in Early Intervention in Literacy. Leanne is a huge fan of Legos in the classroom, using Legos for everything from writing projects to science and has seen a huge boost in student buy-in as a result. Leanne also enjoys using music, drama, dance, and technology while teaching history. She is trained and has administered the California English Language Development Test for OCESD. Leanne comes from a family of talented musicians.
- **Gwendolyn Friberg** (First Grade Teacher) attended high school in Oroville and has spent 25 years teaching students in various California schools. She earned a Master's Degree in Curriculum and Development. Gwen began her career teaching fifth graders, but has also taught first, second, and third graders. She has served on the writing team for California Blue Ribbon Schools – her school in Bakersfield was awarded in 1998. She has served on multiple school committees, including benchmark assessment writing, early literacy assessment development, and the Common Core Implementation (in Palermo). Gwen has served on the board of a nonprofit organization, has been a basketball coach for elementary students, teaches classical piano, is active in the community, and is the proud mother of four sons, who have all attended STREAM. In addition to teaching, Gwen also serves as a mentor teacher, PLC leader, and member of our MTSS team.
- **Teng Yang** (P.E. Teacher) is a native of Oroville. He attended schools in Thermalito and Oroville High School. Teng graduated from Butte College, earning an A.A and A.S. degree in Criminal Justice and Administration of Justice. Teng also earned a Bachelor of Science Degree from CSU, Chico. Teng held various positions over six years with Butte County Office of Education in the Afterschool Program and was also a tutor (assisting students with homework in any academic subject areas), and a Site Recreation Assistant. He was also the Site Coordinator of the Central Middle School afterschool program and worked for OCESD as a Bilingual Instructional Aide at Central Middle School. He is active in the community and has served on a non-profit board. Teng coaches local soccer and volleyball teams. Teng has moved from Learning Center Director to P.E. Teacher.
- **Linda Green** (Office Manager) has worked with parents, school staff and students in various capacities for the past 10 years. She started as a classroom volunteer, became involved with PTO, school and district advisory committees, and transitioned into working as a Community/Parent Liaison in three OCESD schools and Las Plumas High School (through BCOE). Linda currently works as a Kindergarten Paraeducator and Campus Supervisor in TUSD and a CNAP School Site Assistant for Chico State's Research Foundation promoting nutrition and physical activity in TUSD, OCESD, and OUHSD schools. Linda and her husband have two boys, both of whom have attended STREAM.

- **Dr. Thu-Trang (Lili) Phung** (Board President) attended public schools in Tennessee and went on to Yale University where she received her Bachelor's Degree in Biology. She next studied at East Tennessee State University's Quillen College of Medicine and earned her M.D. After finishing an internship in Internal Medicine at Loma Linda University, she continued her training in Ophthalmology at the University of California, San Diego. After a short break to have children, Dr. Phung started work as part of a private Ophthalmology practice in Oroville. She joined Oroville Hospital in founding a rural health care eye clinic to better serve the needs of the underserved Medicaid population. She is active in the local theater scene, having performed in nine musicals over the past seven years. Dr. Phung serves as STREAM's Board President. Her two daughters attended STREAM.
- **Dr. Timothy Huber** (Board) has a Bachelor of Science Degree in Biochemistry from Penn State University and an M.D. from East Tennessee State University. He initially trained as a Family Physician but, after serving as an active duty Navy Doctor for 10 years, he has moved into Emergency Medicine. His work schedule allows him to volunteer in multiple capacities including, former President of a local theater board of directors, Medical Director of the Butte College Paramedic training program, and parent volunteer at his children's school. He has been published in peer review journals as a solicited commentator. Dr. Huber is also a musician. His two daughters attended STREAM.
- **Airan Scruby** (Board) was born in Oroville and attended local public schools. After graduating from high school, she earned her Bachelor's degree in journalism from Pepperdine University, and then worked as a newspaper reporter in Los Angeles. After a few years covering crime, courts, politics, and education, she and her husband, also raised in Oroville, decided to return home to start their own family. Airan is a partner in her family's property management company and became an attorney in July of 2014. Airan is active in the community. Airan and her husband have a son who attends STREAM.
- **Ze Yang** (Board) is an agent for the Internal Revenue Service. He was previously the grant coordinator and program manager for the Hmong Cultural Center of Butte County and serves as the Secretary of the Board of the Oroville Hmong Alliance Church. Ze attended schools in Oroville and earned his Bachelor of Arts degree in Philosophy from Chico State University. He has worked for the Butte County Office of Education as a Community/Parent Liaison in the Oroville Southside schools and community and as a Hmong interpreter and translator for OCESD. Ze has helped organize and coordinate a variety of festivals and programs in Oroville. He also organizes local community events.

List of Board members and full-time staff who have joined STREAM since founding:

- **Ryan Greathouse** (Board) – Two years
Ryan Greathouse is a Marine Biologist for the Pacific States Marine Fisheries Commission. He has been employed by two major marine institutions during his career (Harbor Branch Oceanographic Institute, Ft. Pierce, FL; and Hubbs Sea World Research Institute, San Diego, CA), and has conducted research and conservation efforts on over 30 marine and freshwater fish species. He has a child who attends STREAM and two more who soon will be attending.

- **Melissa Frasier** (Kindergarten Teacher) – Five years
Melissa is beginning her fifth year as the Kindergarten teacher at STREAM. She is a third generation Oroville resident, a Las Plumas High School Alumni, and she graduated from Chico State with a degree in Liberal Studies with an area of concentration in art, as well as a teaching credential and MA in Education. Her youngest kids have attended STREAM.
- **Shelby Meyer** (Second Grade Teacher) – Five years
Shelby was born and raised in Oroville and attended schools in the Palermo District. She graduated from Las Plumas High School and went on to Butte College to earn an A.A. in Liberal Studies and then Chico State where she graduated with a B.A. in Liberal Studies with Summa Cum Laude Honors. She comes from a teaching family – her mother is a second grade teacher and her sister teaches sixth grade. She student taught in a second and a fifth grade classroom. She has taught second grade at STREAM for all five years. Before becoming a teacher, she spent six years working at Ishi Hills Middle School’s After School Program through Butte County Office of Education, working with sixth, seventh, and eighth graders, teaching various activities, including Lego Robotics.
- **Jessica Imrie** (Third Grade Teacher) – Three Years
Jessica grew up a military brat and attended many different schools, which gave her an opportunity to travel and live all over the world – even attending kindergarten in Japan. She graduated high school and started college in Florida before moving to California and graduating from Sacramento State. She has been teaching elementary school for 13 years. She and her husband have a daughter who attends STREAM.
- **Kari Vickery** (Fourth Grade Teacher) – Three Years
Kari was raised in Yuba City and graduated from Sutter High School, but even as a youth, she loved the Oroville area and took many opportunities to hike around the foothills (Feather Falls is a favorite) and now lives here. She graduated from Humboldt State with a Bachelor of Science in Biology. She earned a teaching credential at Chico State and student taught at both Yuba City High School and Sunny Brae Middle School. She has worked as a substitute teacher and also as a laboratory teacher at SUNY Adirondack. She also worked as a beekeeper, at one time. When not in school, she enjoys spending time with her husband and their son and daughter, who both attend STREAM.
- **Cami Vierra** (Sixth Grade Teacher) – One year
Cami grew up in San Jose, attended Chico State, and graduated as an honors student. She has worked for CAVE (Community Action Volunteers in Education) and the Boys and Girls Club of the North Valley, gaining valuable experience in working with a variety of student needs and backgrounds. She has strong classroom management skills, a solid background in sciences and technology, and has a love for learning. Cami comes to us with very high recommendations and completed her student teaching in the Chico Unified School District at Parkview Elementary and at Emma Wilson Elementary.
- **Sarah Greenberg** (Seventh Grade Teacher) – Two years
Sarah is starting her second year at STREAM. She grew up in New Jersey and came to Chico 4 years ago to visit some friends and family. Being an outdoor enthusiast, she

immediately fell in love with the area and decided to make this her home. Prior to joining the staff at STREAM, she taught a 7/8th grade combo class, a 4/5/6 combo class, and worked as a technology teacher. She also previously worked at summer camps and aquatic programs, where she developed a passion for working with kids. She has a B.F.A in graphic design from Savannah College of Art and Design and a teaching credential from Chico State. She loves art, design, and technology and integrates these into the curriculum. She believes creativity, problem solving, and collaboration are essential for success, especially in the 21st century. and aims to facilitate student learning through engaging experiences and projects.

- **Jason Williams** (Eighth Grade Teacher) – Five years
Jason has been teaching for 14 years, beginning his fifth year with STREAM, after teaching 5th grade at Roosevelt Elementary School, in Redwood City, CA. He grew up and attended high school in the Bay Area and graduated from the University of San Diego with a degree in Diversified Liberal Arts with a Concentration in History. He earned a teaching credential from Notre Dame de Namur. He has created a technology rich classroom to provide students the opportunity to get a sampling of what the future holds for them in their education and beyond. His students won two Biz World Challenge competitions and he won the J. Russell Kent Award from the San Mateo County School Boards Association – an award given to innovative and outstanding classroom programs. He moved to the area to be near his parents and brothers after they moved here.
- **Matt Manera** (Music Teacher) – Five years
Matt grew up in Oroville (he loves Oroville) and graduated from Las Plumas High School and Chico State. He has taught music at STREAM all five years, previously teaching the Las Plumas/Oroville Drum Line for 8 years. He spent two years in Philipsburg, Pennsylvania, but he says Oroville called him back.
- **Shannan Miller** (Records Manager) – Four years
Shannan was born and raised in Oroville, but moved to Oahu, Hawaii where she soon met and married her husband. When her family started to grow, she left her career in the banking industry to focus on her children and their education. She wanted her children to grow up in a small town, so she and her husband moved their family to Oroville. When her children started school, she regularly volunteered in the classroom and served on the School Site Council, before becoming an Attendance Clerk in OCESD. She has been with STREAM for four years.
- **Jackie Rico** (Special Education/Intervention Director/School Psychologist) – Two years
Jackie graduated from Chapman University with an Ed.S. and PPS in school psychology. She has worked in public education for the past 10 years. She spent the start of her career working in Southern California as a school psychologist and transitioned to Coordinator of Elementary Special Education in 2016. Ms. Rico and her husband relocated to Chico, CA in August 2017 to be closer to family, and Ms. Rico joined STREAM part time in the Fall of 2017. Ms. Rico has worked with early intervention through adult transition in the public school setting and collaborated with various educational stakeholders including, parents,

outside agencies, and school staff, specializing in low incidence disabilities, inclusionary practices, assessment, and behavioral interventions.

- **Devin Thomas** (Dean of Students) – Three years

Devin was born and raised in Southern California. He played football and graduated from Cal Poly San Luis Obispo. He has spent 25 years in several positions in education, including Principal, Dean of Students, Athletic Director, college professor, coach (college, high school, middle school) and teaching multiple subjects. His experience working with youth extends beyond a school environment. Prior to working in education, He was a youth counselor at various juvenile facilities. His wife and two sons (both attend STREAM) relocated with him from Southern California.

- **Lucia Navarro-Imsdahl** (ASP Director) – Two years

Lucia was born and raised in Santa Rosa and graduated from Santa Rosa Junior College with an Associate of Science degree in Administration of Justice and Sacramento State with a Bachelor of Science degree in Criminal Justice. Her experience includes working for the Santa Rosa Junior College Police Department, Santa Rosa Police Department, and California Highway Patrol. After relocating to Oroville, she spent 10 years at Community Action Agency's Esplanade House - a transitional shelter program for homeless families with children as an Administrative Assistant – and in the Butte County District Attorney's Office.

ELEMENT A: EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(b)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(b)(5)(A)(ii).

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 them 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.

Students to Be Served – Target Student Population

STREAM serves families in the Greater Oroville Area. We strive to ensure that our student body will reflect the general population residing within the Greater Oroville Area. In addition to being ethnically diverse, **STREAM** will serve families from a variety of linguistic and economic backgrounds: according to a survey of OCESD's LCAP and the California Department of Education's School Directory, 7.1% of the students in OCESD are designated as English Learners and 80% are designated as socioeconomically disadvantaged. **STREAM** intends to reflect the District's racial and ethnic demographics (according to CDE 2017-2018 School Directory) of: 2.8% African American; 3.8% American Indian; 8.9% Asian; 0.2% Filipino; 17.7% Hispanic/Latino; 0.3% Pacific Islander; 52.7% White; 13.4% Two or More Races; 0.2% Not Reported.

STREAM's current demographics are: 2.2% African American; 3.3% American Indian; 4.8% Asian; 0.0% Filipino; 12.9% Hispanic/Latino; 0.4% Pacific Islander; 60.7% White; 14% Two or More Races; 1.8% Not Reported (as reported by the 2017-2018 CDE School Directory).

We provide access to a challenging curriculum for students who represent a cross-section of our Oroville community, including, but not limited to, students who are from lower socio-economic status homes, English Learners, at-risk students, GATE students, underserved populations, mild-moderate special education students, struggling learners, average learners, and advanced learners – basically a full-spectrum of students currently in our area schools. **STREAM** has classrooms for up to 30 students at each grade level in kindergarten through eighth grade. Facilities include nine classrooms, a learning center, a multipurpose room, and school and business offices. All rooms will have hardwired and wireless Internet access, with appropriate filtering. **STREAM** is a Google for Education school and has an internal electronic communication system. Each student and teacher has an iPad for their exclusive use that they will carry with them and access throughout the school day. The goal of **STREAM** is to provide access to 21st Century skills through a challenging curriculum and access to appropriate technology and resources.

The Need

Public schools in the Oroville area face a number of challenges. OCESD was previously designated as being in Program Improvement under the former requirements of the No Child Left Behind Act. Additionally, recent budget cuts have directly impacted students through decreases in support services and an inability to provide sufficient access to technology. Statistically, children growing up in households at or below the poverty line face greater risk of academic failure than those in households above the poverty line. The majority of students in OCESD live in households that are below the poverty line and roughly half are achieving at below proficient academic levels, according to OCESD SARC's. OCESD faces numerous challenges to provide appropriate time for academic interventions and access to a challenging curriculum for students due to scheduling constraints and contracts, thus an inability to extend the day to provide the needed time for individualized intervention and technologically enhanced curriculum.

In order to meet the needs of students, **STREAM** offers an extended day, individualized interventions, 1:1 computer devices, and access to a challenging STEM based, technology enhanced curriculum.

With the implementation of State Standards and administration of state standardized tests, including SBAC, the need has never been greater for a technology rich, problem-solving and project-based, cooperative learning approach to achieving 21st Century knowledge and skills.

Educational Focus

What is STREAM?

STREAM is Science, Technology, Reading, Engineering, Art, and Mathematics. **STREAM** believes that a strong foundation in science and mathematics provides a critical component to a successful 21st Century career. **STREAM** believes in the integration of technology, literacy, and the arts throughout the curriculum. This integrated learning provides support that meets the varied needs of all students. **STREAM:**

- uses the State Standards as the foundation that all curriculum is built upon;
- integrates technology, literacy, and the arts into all curricular areas, providing supports that meet the varied learning needs of students on multiple levels;
- combines traditional and inquiry-based learning practices to ensure that students master both concepts and skills in all of their classes;
- emphasizes active engagement in learning, providing opportunities for critical thinking, for asking challenging questions, for problem solving and decision making, for creativity and innovation, and to develop both personal and group responsibility and workforce skills in real-world contexts;
- provides opportunity to develop long-term relationships in a safe, caring, and nurturing environment;
- integrates spiraling concepts in learning, so that students revisit core skills and concepts many times throughout the years; and
- encourages each student and her/his parent to participate in her/his educational goals and learning.

STREAM is **STEM** (Science, Technology, Engineering, and Mathematics) with **Reading** (Literacy) and **Arts** embedded throughout the curriculum.

STEM

STEM is a term that refers to the disciplines of science, technology, engineering, and mathematics. Although the term has been in use for over 30 years, and the need for STEM skills has been evident for most of the life of this nation, a focus on STEM learning has only recently begun to be emphasized in some schools across the nation.

“Developing high-quality skills in the fields of science, technology, engineering, and mathematics (STEM) is increasingly important for student success at all levels of education. These same skills are also crucial for workforce success, as a growing number of jobs will be located in the STEM fields or require at least some STEM skills. And in the 21st century, our economy will be driven even more by contributions that come from discoveries and innovations in the STEM fields.”³

STREAM provides students with the background, knowledge, and understanding of STEM skills by integrating these into the curriculum, arts, and activities. **STREAM** is a training center as much as it is a school, equipping and inspiring students for the 21st century.

“[President] Clinton’s former Secretary of Education, Richard Riley, summed up this need for innovation to drive our future when he predicted what is now already occurring. ‘The jobs in the greatest demand in the future don’t yet exist and will require workers to use technologies that have not yet been invented to solve problems that we don’t yet even know are problems.’”⁴

“Well-trained STEM graduates are an essential component of the US’s ability to develop new products and businesses for the economy of the future. Recently major steps have been taken to improve STEM education at all levels of our schools and colleges. The country and its people have become aware of, and support, that STEM is so important to the US economic future that adding federal and local funds for it has actually become politically acceptable, even in this era of budget restraint.”⁵

Reading

Reading, analyzing, and understanding both fiction and non-fiction is important. **STREAM** emphasizes a broad understanding of both literary and informational text while moving students toward reading proficiency, a love of classical literature, and an appreciation of the use of precise language. This emphasis on both literary and informational text follows the intention of California’s CCSS.

“Literacy is the cornerstone of school achievement. Improving school outcomes requires that we focus on raising literacy achievement. Indeed, the formulation of the goal ‘All children reading on

³ U.S. Department of Education Report. The U.S. Department of Education website: <https://www2.ed.gov/about/overview/budget/budget13/crosscuttingissues/stemed.pdf>

⁴ STEAM on-line Newsletter: Our Education System is Not So Much Broken as it is Totally Outdated!: <http://steam-notstem.com/articles/our-education-system-is-not-so-much-broken-as-it-is-totally-outdated/>

⁵ *Ibid.*

grade level by grade three’ recognizes the degree to which literacy skills are a foundation for success in math, science, history, and other school subjects.”⁶

Art

STREAM believes that the arts are an integral part of education. Recent research confirms a close correlation between the arts and improved math and reading skills. The findings add scientific support to the observation that children who participate in the arts also do well academically and suggest that changes in attention networks in the brain may be one reason.⁷ Similar research has found increases of 22 percent in English test scores and 20 percent in math scores at elementary schools with superior music education. Middle school results were similar. One theory holds that higher scores result because music helps to develop attentiveness.⁸

STREAM embeds the visual and performance arts in the curriculum and provide opportunity for students to present their learning to their families and the community, through the arts, on a regular basis.

Robert Root-Bernstein, a biochemist and MacArthur prize winner, studied the biographies of eminent scientists to research the relationship between the two sides of the brain. He found that nearly all of the great inventors and scientists were also musicians, artists, writers, or poets. Galileo was a poet and literary critic; Einstein was a passionate student of the violin; Samuel Morse was a portrait painter, etc.¹⁰

Dr. Alan Brinkley, the former Provost of Columbia University, found that the left side of our brain is the logical side and supports the learning of facts and deducing logical answers while the right side deals with perceptual thinking and supports creative and instinctive thinking. He writes that science and technology aspire to clean, clear answers to problems. The humanities address ambiguity, doubt, and skepticism – essential underpinnings in today’s complex and diverse and turbulent world. While he supports excellence in technical education he believes and states that the idea that we must choose between science and humanities – is false.⁹

Why a STREAM Focus?

STREAM begins with Science. This may feel counter-intuitive due to the many years of societal emphasis in the ELA and Math standards. Allowing the science framework to take the lead in our thematic studies is what puts the “S” in **STREAM** and gives our educational program a differentiated quality. Much has been written about the need for Science and STEM in our schools in order to better prepare the American workforce for the 21st century. There are also some basic educational reasons (which are intuitive) for leading with science:

- We lead with science because it can be the most engaging of the subjects.

⁶ Snow, C.E., Improving Reading Outcomes: Getting Beyond Third Grade, Harvard.org website: http://www.gse.harvard.edu/~snow/Aspen_snow.html

⁷ Patoine, B. (2008). Research Consortium Finds New Evidence Linking Arts and Learning. The Dana Foundation: <https://www.dana.org/news/brainwork/detail.aspx?id=11604>

⁸ The University of Kansas. <http://www.researchmatters.ku.edu/2008/march/music.shtml>

⁹ STEAM on-line Newsletter: Our Education System is Not So Much Broken as it is Totally Outdated!: <http://steam-notstem.com/articles/our-education-system-is-not-so-much-broken-as-it-is-totally-outdated/>

- Science provides the subject of the study, where the other content areas offer the skills with which we engage the subject.
- Science is the “rack” on which we will hang all other content standards.

Leading with ELA or math standards would be like running without a finish line or playing football without a ball. Much of our sense for the need to reform education is rooted in the teaching of disembodied skills and facts.

STREAM students use critical and creative thinking skills to address science standards while applying math, literacy, social studies, art, and problem-solving skills to real-life situations. Teachers guide students through thematic content-area units. The age of the students and the scope of the projects determine the length of time the projects will take to accomplish. These units may involve action within the school or into the greater community. Each thematic unit includes the following five stages:

- Investigation (research)
- Preparation and planning
- Action (project)
- Reflection (portfolio, collection of work completed)
- Demonstration (publishing, presenting, communicating results: website, poster, Prezi speech, etc.)

Educational Philosophy

What it means to be an educated person in the 21st Century

STREAM believes that students must be motivated learners and productive and involved citizens who are equipped with the knowledge and skills to operate in a global society in order to find success in the 21st Century. This includes strong academic skills, higher-order thinking and problem-solving skills, an ability to communicate effectively, an ability to work independently and cooperatively, an ability to appropriately use technology, an appreciation of diversity on a local and global scale, and a life-long curiosity and thirst for learning.

“Economic, technological, informational, demographic, and political forces have transformed the way people work and live. These changes - and the rate of change - will continue to accelerate. Schools, like businesses, communities, and families must adapt to changing conditions to thrive. Today’s education system faces irrelevance unless we bridge the gap between how students live and how they learn. Schools are struggling to keep pace with the astonishing rate of change in students’ lives outside of school. Students will spend their adult lives in a multitasking, multifaceted, technology driven, diverse, vibrant world - and they must arrive equipped to do so. We also must commit to ensuring all students have equal access to this new technological world, regardless of their economic background... literacy in the 21st century means more than basic reading, writing, and computing skills. It means knowing how to use knowledge and skills in the context of modern life. As writer Alvin Toffler points out, ‘The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.’¹⁰

¹⁰ Learning for the 21st Century. Partnership for 21st Century Skills: www.p21.org.

The Partnership for 21st Century skills includes six key elements of 21st century learning:

- Emphasize Core Subjects
- Emphasize Learning Skills
- Teach and Learn 21st Century Content
- Teach and Learn in a 21st Century Context
- Use 21st Century assessments that measure 21st Century Skills
- Use 21st Century Tools to Develop Learning Skills¹¹

Key Element	STREAM Outcomes
Emphasize core subjects	Strong academic skills
Emphasize learning skills	An intrinsic curiosity and thirst for knowledge and a willingness to share it with others
Teach and learn 21st century content	Confidence and willingness to be a risk taker who pursues new knowledge and skills
Use 21st century assessments that measure 21st century skills	An ability to think critically as a problem solver An ability to communicate effectively, both independently and cooperatively, with precision and clarity
Use 21st century tools to develop learning skills	An ability to access, analyze, and utilize information from a variety of sources An ability to utilize a number of technologies for a variety of purposes
Teach and learn in a 21st century context	An ability to work productively both collaboratively and individually An awareness of the interdependence of the individual and community and the ability to be a responsible, informed citizen An understanding, appreciation, and encouragement of diversity in a global society

STREAM students daily engage in the above elements to reach the desired learning outcomes. This achievement of desired outcomes is demonstrated through formative and summative assessments and displayed through collaborative and individual projects as presented to the community.

¹¹ *Ibid.*

It is the objective of the Charter School to enable students to become self-motivated, competent, lifelong learners.

How learning best occurs

STREAM believes that learning best occurs with a variety of engaging learning and instructional strategies and activities, based on high expectations in both academics and behavior, and student and parent engagement in learning goals. **STREAM** provides students with a safe, healthy, respectful, and orderly school environment which promotes student achievement. **STREAM** has developed a school climate which focuses on rigor and academic excellence, California adopted standards, STEM based inquiry and experiential curriculum, effective structures to support relevant and real-world context, promotion of character and leadership development, and a collaborative culture. With this context, the following criteria demonstrate how learning best occurs when:

- students realize that learning has purpose, meaning, and is relevant to their future;
- all levels of work are challenging, pertinent, and accessible to all students;
- full engagement in a variety of learning activities promotes good attendance;
- all learning modalities and styles are incorporated into the development of the instructional program;
- integrated learning opportunities connect students to real-world contexts;
- learning opportunities move beyond the classroom and into the community, state, country, and world;
- students work in a collaborative and productive environment;
- parents are involved and active in their child's education;
- technology helps activate, organize, and stimulate learning; and
- the school community fosters respect, kindness, integrity, and a strong work ethic in all students.

STREAM moves students beyond the lower levels of Bloom's Taxonomy to elevate knowledge and comprehension through creativity, inquiry, discovery, collaboration, and integrity.

Guiding Principles

STREAM provides a change from the way Oroville area schools currently deliver instruction and the way students learn through:

- an extended school day;
- access to a challenging curriculum;
- a technology rich environment;
- problem and project based learning;
- a collaborative model;
- arts embedded curriculum;
- individualization for each student;
- higher expectations;
- long-term and positive relationships; and
- family and community involvement.

An Extended School Day

One goal is to meet student learning needs through an extended day. School hours are:

- Kindergarten – 8am to 2pm, Monday – Thursday, and 8am to noon on Friday.
- First and Second Grades – 8am to 3pm, Monday – Thursday, and 8am to noon on Friday.
- Third through Eighth Grades – 8am to 4pm, Monday – Thursday, and 8am to noon on Friday.

A full spectrum of classes are held on Monday through Thursday, while Friday is reserved for intervention, enrichment, additional special education services, and additional time for collaborative projects. Friday afternoon is available for Individualized Education Program (“IEP”)/504 Team, Student Study Team (“SST”), and staff meetings and staff development.

Access to a Challenging Curriculum in a Technology Rich Environment

Extra time during the school day allows students to take learning to a greater depth and breadth, and provide access to a more challenging curriculum than available during a standard six hour day. We fully implement State Standards, taught by well qualified teachers and supported by full use technology. Each student is issued a computer device. Students use the device to access e-books, assessments, collaboration, and research. The device provides an element of connectivity that allows students access to curriculum and research at their achievement level, provides opportunity for off-site collaboration, prepares for the CAASPP, provides an element of ownership and responsibility in their education and technology use, and minimizes the effects of an absence due to illness. This access to technology is vital to student success in the 21st Century.

Problem and Project Based Learning through A Collaborative Model

Students utilize the extended school day and technology devices to engage in problem and project based STEM, research, and reading and writing activities. **STREAM** students work collaboratively in groups, express ideas clearly in various forms, actively listen for information and insight, identify problems and solutions, and apply acquired knowledge to rapidly changing conditions. Students help create a positive school climate that is fostered through hands-on service learning that connects them to others in the school, the community, and, ultimately, the world.

An Arts Embedded Curriculum

Written, visual, and performance arts are embedded in the **STREAM** curriculum to support a richly balanced education. The arts are vital to supporting reading and mathematical skills and understanding. For example, after completing a study of electric current, the students work in teams to write a song or poem which reviews the key terms and concepts of their study. The students could also prepare a poster or art piece that highlight the same concepts or develop a media presentation to present their learning. A larger scale play could be developed by a grade level and presented to the community.

The Rand Corporation reports that “the intrinsic pleasures and stimulation of the art experience do more than sweeten an individual's life” – they “can connect people more deeply to the world and open them to new ways of seeing,” creating a foundation to forge social bonds and sense of community. Strong arts programming helps close a gap that has often left children behind.”¹²

¹² Smith, F. (2009). Why Arts Education Is Crucial, and Who’s Doing It Best. Edutopia.org website: <http://www.edutopia.org/arts-music-curriculum-child-development>

Individualization for Each Student

Another unique element of **STREAM** will be an emphasis on the individual student in a collaborative environment. Students, teachers, and parents will team to develop and update Individualized Learning Plans (“ILP”) for students. The plan will act as a template for each student’s unique educational needs. The ILP will drive learning, instruction, intervention, and enrichment. The ILP will outline strengths, challenges, and interests of students along with any necessary accommodations. **STREAM** will offer a Learning Center that will be available during the school day to students who need immediate support and on Friday for additional intervention and special education support. Students who are failing to make adequate progress towards proficiency will receive additional time and intervention support through the Learning Center.

Higher Expectations

Students will take the lead in setting learning goals and completing rubrics through their Individualized Learning Plan. Students will be expected to access, evaluate, and manage information effectively and use higher level thinking skills. Students will understand the application of technology and critically evaluate information and resources. Students will participate in a rigorous assessment program, including mastery of school-wide benchmarks and grade-level state and national CCSS.

Long-term and Positive Relationships

Higher expectations are fostered as teachers and students develop long-term relationships in a small school setting. Students are able to build stronger, caring relationships with adults at the school if there are opportunities to extend those relationships over longer periods of time. For instance, middle school age students loop back to act as reading buddies in primary classrooms - providing opportunity to reconnect on a regular basis with their primary teachers.

Students loop together throughout their primary, elementary, and middle school educational experience. Students are expected to demonstrate leadership and citizenship through an understanding and appreciation for our diverse community and society and establishment of personal responsibility, integrity, perseverance, and self-control.

Family and Community Involvement

In order for our students to meet higher expectations, it is imperative that their families participate in the educational process by ensuring students come to school alert and prepared, motivated to achieve, and supported in their educational endeavors. We reach out to families through educational evenings, IEP/504 Team, and ILP meetings, home visits when necessary, and special events throughout the year. We invite the community to become involved in education through participation and sharing specialized knowledge in educational evenings, classroom events, and consultation.

STREAM has a Parent Club, which meets regularly with the purpose of planning fundraisers and school activities. We also invite parents to drive on field trips, volunteer in classrooms, and help with planning and events.

We believe **STREAM** provides a greater opportunity for students to enter high school ahead of their peers and provides the knowledge base and work ethic that helps students succeed in college and career endeavors while participating in an educational model that also benefits Oroville through a culture of family engagement and participation, community partnership, and service learning projects.

Curriculum and Instructional Design

STREAM uses research-based instructional practices to promote student achievement. Teachers develop and implement an innovative educational model that addresses the needs of the whole child. At **STREAM** we expect our teachers to be well-informed, reflective practitioners. We respect their ability to change and adapt their instructional practices as they deem necessary. The foundation of our educational model is an inquiry approach to learning based in constructivism, differentiated instruction, and supportive of State Standards through problem and project-based learning activities and skill development.

This inquiry approach to learning is better aligned with the goals of the State Standards and our stated goals of The Partnership for 21st Century skills: six key elements of 21st century learning. Given the changing nature of technology, scientific discovery, and the ways we access information, students need the skills of inquiry to truly master the State Standards and achieve these objectives. The teacher of this learning environment becomes a “guide on the side” rather than “the sage on the stage.” Students gain useable life skills rather than memorized facts. The school becomes a powerful learning community rather than simply a dispenser of information.

The Learning Environment

STREAM offers a caring, nurturing, and enriching learning community for students, teachers, and families. Classroom arrangements and furniture design are flexible to facilitate various grouping and activities. Diverse materials, including various types of technology, are available for student use. The walls reflect a student-centered approach and are covered with on-going student investigations, student-developed learning charts, and demonstrations/presentations of completed projects. Collaboration is evident.

Students participate in single grade-level classrooms, with a focus on science core-themed curriculum and an additional focus on specific literacy and math skill-building. Engagement in vocal or instrumental music, physical education, and cooperative labs take place through the day, with appropriately credentialed staff. Students use an iPad as their primary learning tool, with Chromebooks, other technology, and non-electronic tools as supplements.

STREAM is designed to be a small school. There are benefits to this approach, including:

- increased student engagement;
- positive, long-term, interpersonal relationships; and
- increased academic achievement, particularly for underserved populations.

In a small school, all stakeholders (students, families, teachers, and administrators) feel a greater sense of belonging and more positive attitudes.¹³ In a small school setting, there are fewer opportunities for struggling students to get overlooked.

Instructional Approach

STREAM uses science as the foundation for introducing, building, and reinforcing State Standards into curricular activities with technology, literacy, and arts embedded throughout.

“In a 2011 article by The Lawrence Hall of Science at Berkeley, alarming statistics regarding elementary science education were reported: ‘Forty percent of elementary teachers say they spend just 60 minutes or less teaching science each week. Just one-third of elementary teachers say they feel prepared to teach science, but 85 percent of teachers say they have not received any professional development in science during the last three years. And while nine in ten principals say science education is very important and should start early, less than half of principals (44%) believe it is likely that a student would receive high-quality science instruction in his or her school.’”¹⁴

STREAM is dedicated to reversing this trend. Not only is a science emphasis needed, it makes sense educationally. There are basic reasons (which are intuitive) for leading with science:

- Science can be the most engaging of the subjects.
- Science provides the subject of the study while the other content areas offer the skills with which we engage the subject.
- Science comprises all of life and history.
- Science is fun.

Leading with ELA or math standards would be like running without a finish line or playing football without a ball. Much of our sense for the need to reform education is rooted in the teaching of disembodied skills and facts.

STREAM encourages instruction to go deep into science content while bringing students along in the other content standards. Reading, writing, social studies, technology, and mathematic skills are brought along as students are required to engage the science content standards.

In a **STREAM** classroom, a scientific standard can be addressed by engaging a problem or misconception. A historical study can accompany the research to study the problem further. Mathematics are related thematically to the data presented while researching the problem. Reading informational text will then bring students up-to-date with the problem being engaged. Art is used to reflect or express one’s emotions related to the problem.

One example has students studying the issues surrounding the disappearing rain forests of the world. The class is presented a series of letters in which different people with an interest in the rain forest present their side of the issue. Government Officials, Astronauts, farmers, Native

¹³ Cotton, K. (2006). Affective and Social Benefits of Small-Scale Schooling. <http://www.education.com>

¹⁴ http://www.lawrencehallofscience.org/story/statewide_study

Americans and others send a letter or email to the **STREAM** classroom. The class debates, creates charts, does internet and book research, and forms a decision about how to protect, preserve or conserve the rainforests of the world. Ultimately, the class engages environmental science and persuasive writing and speaking to form their position on the topic.

“The Nation [USA] has great strengths on which it can draw. First, the United States has the most vibrant and productive STEM community in the world, extending from our colleges and universities to our start-up and large companies to our science-rich institutions such as museums and science centers. The approximately 20 million people in the United States who have degrees in STEM- or healthcare-related fields can potentially be a tremendous asset to U.S. education. Second, a growing body of research has illuminated how children learn about STEM, making it possible to devise more effective instructional materials and teaching strategies. The National Research Council and other organizations have summarized this research in a number of influential reports and have drawn on it to make recommendations concerning the teaching of mathematics and science. These reports transcend tired debates about conceptual understanding versus factual recall versus procedural fluency. They emphasize that students learning science and mathematics need to acquire all of these capabilities, because they support each other.”¹⁵

Problem and Project Based Learning

The goals of Project Based Learning (“PBL”) are to help the students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning. PBL begins with a question with a project evolving as a solution, with the necessary learning embedded in the process of completing the project. Teachers provide students with authentic situations which serve to initiate a project based study.

For example: Study Commission on the Rain Forest is a PBL unit, developed by one of the founders, in which the class is challenged with the issues of the rainforest: <http://score.rims.k12.ca.us/activity/rainforest/index.html>

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor must build students' confidence to take on the problem, and encourage the students, while also stretching their understanding.

Constructivism

STREAM's instructional model is centered on a constructivist view of learning and teaching. The constructivist theory describes learning as an active process through which one constructs her/his own meaning and knowledge. When a person experiences or encounters something new, it must reconcile with previous learning, ideas, and experience. New understanding and knowledge develop through this reconciliation process. In a constructivist model, teachers function as

¹⁵ <http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>

facilitators who provide students with hands-on, real-life experiences. These experiences are designed to interact with students' previous theories and mindsets. Students learn and grow through these interactions. Constructivist teaching aligns well with the State Standards as students are required to think critically, to make connections, and then to reflect upon and analyze their own experiences. Through these learning experiences students gain a deep understanding of the material that stays with them over time. Constructivism as a learning theory has been around for more than a century.¹⁶ Educators and neuroscientists have more recently used our current understanding of how the brain learns to re-examine Constructivist theory. Scientific research indicates that learning is an active process within the brain and that the brain constructs understanding by building and refining connections between neurons.¹⁷ Research demonstrates that student engagement in interactive lessons that focus on learning for meaning leads to greater retention and use of information and ideas.¹⁸ Students engaged in constructivist learning gain a greater conceptual understanding that is retained and transferred to other meaningful applications, as opposed to rote memorization that is easily forgotten. As an example, data from the Trends in International Mathematics and Science Study ("TIMSS") supports the use of problem solving and reasoning in increasing academic achievement. A recent analysis of TIMSS data from seven countries indicates that the high-achieving countries use more instructional time to explore concepts and make connections to solve problems as opposed to using procedures.¹⁹ **STREAM** has chosen to develop an instructional program using constructivism as a brain-compatible learning theory.

Working with this instructional program, **STREAM** provides the following eight characteristics of a constructivist learning environment:

1. Constructivist learning environments provide multiple representations of reality.
2. Multiple representations avoid oversimplification and represent the complexity of the real world.
3. Constructivist learning environments emphasize knowledge construction instead of knowledge reproduction.
4. Constructivist learning environments emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
5. Constructivist learning environments provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
6. Constructivist learning environments encourage thoughtful reflection on experience.
7. Constructivist learning environments "enable context and content-dependent knowledge construction."
8. Constructivist learning environments support "collaborative construction of knowledge through social negotiation, not competition among learners for recognition."²⁰

¹⁶ Vygotsky, L. (1978), Brooks, J., & Brooks, M. (2001). In Search of Understanding: The Case for Constructivist Classrooms. Upper Saddle River, NJ: Merrill Prentice Hall.

¹⁷ Gulpinar, M. (2005). The Principles of Brain-Based Learning and Constructivist Models in Education. Educational Sciences: Theory And Practice , 299-306. Sousa, 2006.

¹⁸ Bransford, J., Brown, A., & Cocking, R. (2000). How People Learn: Brain, Mind, Experience, and School. Washington, DC: National Research Council.

¹⁹ Stigler, J., & Hiebert, J. (2004). Improving Mathematics Teaching. Educational Leadership, 12-16.

²⁰ Jonassen, D., Mayes, T., & McAleese, R., (1993). A manifesto for a constructivist approach to uses of technology in higher education. In T.M. Duffy, J. Lowyck, & D.H. Jonassen (Eds.), Designing environments for constructive learning, 231-247. Heidelberg: Springer-Verlag.

Differentiated Instruction

STREAM Teachers differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- **Content**– what the student needs to learn or how the student will access the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products**– culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit;
- **Learning environment** – the way the classroom works and feels.

Children grow and develop at differing rates in various skill areas. At **STREAM**, we embrace this diversity by differentiating instruction to meet all students’ needs. Differentiated instruction is woven through all teaching at **STREAM**. Teachers use a variety of learning strategies and practices to differentiate instruction throughout the curriculum. Carol Ann Tomlinson and David Sousa have identified five key principles to effective differentiation:

- A differentiated classroom is respectful of each student. No matter what their ability level, students’ tasks are engaging and require complex thought and problem solving.
- Curriculum is rooted in the critical ideas of a topic. Understanding is prioritized over mere recall.
- Teachers use flexible grouping. Groups may be based on interests, learning preferences, or specific learning needs. Groups may be selected by the teacher, the students, or randomly. The length of time groups stay together varies as well. Grouping is interwoven with whole group instruction and independent work.
- Teachers use ongoing assessment to inform their instruction. A variety of assessment tools are used before, during, and after every unit of study.
- The learning environment supports students in taking the risk of learning. Students feel safe and connected in a community of learners.²¹

A differentiated instructional approach could be applied to teaching reading in the language arts skills lessons in the following manner: In a sample primary classroom, students demonstrate a wide range of reading levels and interests. The learning environment features materials and routines that encourage independence so that students can focus on learning without anxiety over the next activity. The teacher devoted a significant amount of time at the beginning of the year to developing these routines and structures. The class has also developed and continues to revisit behavioral norms to create a supportive and caring learning community. The teacher posts a reading schedule of activities and groups each week to lead into the language arts skills lessons. For this particular lesson, the class participates, as a group, in an interactive read aloud in which the teacher models a comprehension strategy. Students then settle into group or individual work, depending on the week’s schedule. A small group meets with the teacher for a guided reading

²¹ Sousa, D. and Tomlinson, C., (2011), *Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom*. Solution Tree Press.

lesson on decoding strategies while another group collaborates on a topic of mutual interest even though the books they are reading may be at different difficulty levels. Some students also spend time reading alone, self-selecting books that the teacher has organized by interest and/or by reading level. At the end of the lesson, the class reconvenes and the teacher facilitates a brief discussion of what worked well and what could be improved and some students volunteer to share something that they learned. The teacher leads small groups, observing, and conferencing with students to assess students' progress. The teacher uses this formative assessment to plan subsequent activities and groupings.

STREAM includes teacher support for differentiation through professional development and collaboration time. Examples of the **STREAM** approach to differentiated instruction include, but are not limited, to:

Content

Examples of differentiating content include the following:

- Using reading materials at varying readability levels and on listening stations;
- Using spelling or vocabulary lists at readiness levels of students;
- Presenting ideas through both auditory and visual means;
- Using reading buddies; and
- Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

Examples of differentiating process or activities include the following:

- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
- Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them (such as Independent STEM Modules in the Learning Center);
- Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
- Offering manipulatives or other hands-on supports for students who need them; and
- Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

Examples of differentiating products include the following:

- Giving students options of how to express required learning (e.g., create a video, write a letter, or develop a mural with labels);
- Using rubrics that match and extend students' varied skills levels;
- Allowing students to work alone or in small groups on their products; and
- Encouraging students to create their own product assignments as long as the assignments contain required elements.

Learning Environment

Examples of differentiating learning environment include:

- Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration such as the **STREAM** Learning Center;
- Providing materials that reflect a variety of cultures and home settings;
- Setting out clear guidelines for independent work that matches individual needs;
- Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
- Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).²²

Family Engagement

Family involvement is critical to creating a caring, nurturing, and safe learning community. Research suggests that parental involvement is a critical factor in student success.²³ **STREAM** is committed to working with families to engage them in their student's education. Families enjoy numerous opportunities during each year to build connections with the school, such as Semester Showcases (learning presentations), Family Science Night, Maker Fair, and regular Parent Club meetings, Robotics events, parent education seminars, student performances, and demonstrations, exhibits, and public demonstrations of student work. We hold annual orientations to communicate key policies, procedures, and any major changes that might occur. There are regular communications between the school and families through notes and classroom and school weblatters and newsletters. Teachers create websites that highlight classroom activities and events and inform parents of coming events. In addition, the Director oversees the development of school-wide weblatters and social media posts.

Families are advised of student progress through progress reports and trimester report cards as well as through conferences. **STREAM** also hosts a variety of social and educational events to promote community-building. These include Family Science Night, Family Maker Night, Robotics events, parent education seminars, student performances, and demonstrations, exhibits, and public demonstrations of student work.

STREAM provides opportunities for parents to be involved during and outside of the school day. Examples of parent participation include, but are not limited to, volunteering in the classroom and/or office, technical assistance, preparing materials at home, providing language support for other families, coordinating carpools, supervising on field trips, helping with classroom and/or school-wide events, gardening, and serving as a liaison to community groups. These policies will ensure that families can participate in ways which reflect their own skills and talents while taking into consideration school needs and the constraints of other family commitments outside of **STREAM**. Finally, families may participate in the governance of the school as outlined in the School Governance section of the charter.

²² Tomlinson, C.A. (August, 2000). Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

²³ Henderson, A., & Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.

Schedule and Calendar

School Year

STREAM's academic calendar exceeds the minimum annual instructional minute requirements set forth in Education Code Section 47612.5. The school calendar includes 180 instructional days and 10 teacher work days. Teacher work days focus on professional development and planning as detailed in the Professional Development and Curriculum section of this document. Fridays are minimum days that are designed for meetings and parent conferences. A sample of the school calendar is found in Appendix II. The calendar may be modified to coordinate with the calendars of the Oroville Union High School District and professional development partners.

Daily and Weekly Schedules

School hours are:

- Kindergarten – 8am to 2pm, Monday – Thursday, and 8am to noon on Friday.
- First through Fourth Grades – 8am to 3pm, Monday – Thursday, and 8am to noon on Friday.
- Fifth through Eighth Grades – 8am to 4pm, Monday – Thursday, and 8am to noon on Friday.

The **STREAM** daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code Section 47612.5 and the required number of 175 school days. This Code Section requires, at a minimum:

- Students in kindergarten attend 36,000 minutes.
- Students in grades 1 to 3, inclusive, attend 50,400 minutes.
- Students in grades 4 to 8, inclusive, attend 54,000 minutes.

STREAM students attend:

- Kindergarten: 59,760 minutes.
- Grades 1 to 4: 68,040 minutes.
- Grades 5 to 8: 76,320 minutes.

Instructional Day

The instructional day at **STREAM** is designed to reflect the Charter School's mission and vision. All grades (K-8) will include the following basic, structural elements:

Sample Schedule

The following is an example of a typical day (Monday through Thursday) at **STREAM**. It is intended to be representative:

Morning Flag Salute and Announcements (8:00-8:05 am)

Students line up for the flag salute and announcements.

Core Block (8:10-11:30am – varies by grade level)

Students and teachers work through State Standards through direct instruction, guided practice, and problem and project based, inquiry directed, cooperative learning and thematic activities. The

NGSS Framework provides the structure that supports CCSS learning activities and thematic units that also incorporate social sciences and art.

Intervention also occurs during the morning block for K-4th grades.

Band and PE also occur during this time for 5th-8th grades.

CCSS Language arts includes the use of Accelerated Reader, enabling students to choose books from their classroom library, public library, and/or personal library, for each student according to their reading level. Points are awarded to students through quiz scores and students pushing themselves into a higher reading level. STREAM also offers an incentive program in which students who meet and exceed the school goal of reading one million words receives an award. When students meet their million-word reading goal, they out for lunch with the Director.

CCSS Math includes the use of Ten Marks. Ten Marks is an on-line math program which allows teachers to assess and assign common-core aligned lessons to students on an individual or small group basis. Teachers, parents, and students can monitor student progress in real time. Lessons, videos, hints, and re-teaching lessons are also available to students and parents. Students can access their Ten Marks accounts from anywhere in the world, using any on-line device. Recently, Ten Marks announced it would no longer update its program for schools, so teachers are piloting iReady as a Math and Language Arts Curriculum, multiple-measure assessment tool, and a way of driving some interventions.

STREAM uses the NGSS aligned FOSS Science Program for grade 2-8. The FOSS Curriculum is dedicated to the belief that students learn science best by doing hands-on science. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world.

STREAM employs the use of historical novels to integrate History-Social Science content standards with the language arts curriculum. STREAM students also engage in history through the use of simulations, *The History Project*, and student created art reflecting on the themes of STREAM's CCSS Social Studies program. Projects and field trips have included the musical performance of *GOLD RUSH or BUST*, trips to the pioneer simulation at the Paradise Museum and local museums including the Chinese Temple, Lott Home and Bolt's Antique Tool Museum. Digital and traditional projects allow students to give presentations on their learning.

On Friday mornings, students meet for a shorter morning block for either intervention instruction or enrichment activities. Each class may also work on their Service Learning projects, which integrates academic learning into service projects. Service Learning also includes creating units of study, presentations, and materials by older students to present to younger students.

STEM in the lower grades

Our Lead Teacher uses the morning Core block to assist each teacher in the integration of STEM into the curriculum. The Lead Teacher brings STEM integrated lessons into the regular classroom or pulls ½ of the classroom into the Learning Center for small group instruction.

For our Kindergarten and First Grade students, the Lead Teacher provides a STEM/Tech Station during the regular morning station time.

Second through Fifth Grade students are offered both a pull-out and push-in program. Pull out allows smaller groups to have more individualized instruction for both the STEM activity and the regular teacher who will have a reduced sized classroom.

Push-in allows the Lead Teacher to model the use of new technology and offer units of study with the regular teacher present. The regular classroom teacher receives this on the job in-service training, seeing new strategies and technologies introduced, and can then integrate these new strategies and technologies into the regular core block of instruction on their own.

Grades K-1 - Stations with:

iPad basics
Skill building apps
Lego structures
Dash and Dot Robotics
Electric circuits
Squishy circuits
Basic coding (Kodable)
STEM Intervention
Animation

Whole Class/Large Group:

Internet Safety

Grades 2-5 - Stations or ½ class with:

iPad basics
Skill building apps
Coding
Lego structures, cars, Simple Machines
Lego WE-DO Robotics
Dash and Dot Robotics
Electric circuits
FOSS
Slides and Mediated Presentations
Video Production
Radio Drama
Animation

Whole Class/Large Group

Internet Safety
Social Studies Simulations
FOSS
iPad Basics
Lego structures, cars, Simple Machines
Science Court
Fizz and Martina Math

Snack and Stretch Break (varies by grade level)

Students enjoy a ten-minute snack and free play break to ensure they have the energy they need to stay focused on learning. The snack break occurs in the morning, about halfway to lunchtime. Healthy snacks during this time are highly encouraged.

Lunch (11:20-1:00)

Students break for 40 minutes daily to eat a healthy lunch. After eating, students will have a brief break time to use the restroom, play in the play area, and socialize with friends.

Afternoons (12:00-3:00pm – varies by grade level)

Students and teachers work through State Standards through direct instruction, guided practice, and problem and project based, inquiry directed, cooperative learning and thematic activities. The NGSS Framework provides the structure that supports CCSS learning activities and thematic units that also incorporate social sciences and art.

Intervention also occurs during the afternoon block for students in 5th-8th grades.

Band and PE also occur during this time for students in K-4th grades.

Students alternate between Core Skill Development, Intervention, Music, Physical Education, Project Development, and Intervention/Enrichment.

During Core Skill Development, students extend their learning of concepts and methods to skills. Students focus on daily instruction and practice in reading, writing, and mathematics. The skills lessons are connected to the units and themes of the morning but follow a more developmental progression. For example, over the course of multiple weeks, a third grade class may be studying multiplication during the math skills lessons. During the afternoons, this might be incorporated into a science unit on space by investigating magnification on telescopes. During that week's math session, students might move through a series of hands-on problem-solving activities using data from their space study.

STREAM students participate in daily music lessons and physical education. **STREAM** believes that the skills essential to academic success are supported by appreciation of and participation in music and that physical education is essential to teaching the whole child.

During the afternoon, students are provided with time to work with their teammates on various projects. Students work on individualized STEM Core projects and intervention time is also provided for students requiring extra help. ELD instruction time is included for English learners.

STEM Core Rotations (varies by grade)

Students engage in a series of STEM core projects overseen and led by our Lead Teacher. There are three STEM core modules in each grade level for a total of nine STEM core modules in which students engage over three years. These projects are student and group led. Each STEM core module has:

- Research to do
- Experiments to try
- A Project to complete

- A group do (like a poster, presentation, song and dance, video)
- A portfolio to complete

Each STEM Core module requires 5-6 weeks to complete and includes the following topics by grade level:

6th Grade

Robotics with CUE

Rocketry

Structures (Bridge Building)

7th Grade

Chemistry

Electronics

Animation

8th Grade

Coding (Creating video games using the SCRATCH programming language)

Aeronautics

Inventions (including problem solving, marketing, and patents)

These modules are intended to be high-interest and student/group directed. Each class rotates through their grade level modules in groups of 10. Because students can see their classmates engaged in the other units as they engage their own, opportunities for new ideas, and improved projects abound as the year progresses.

Snack and Stretch Break

Students enjoy a ten-minute snack and stretch break, based on the afternoon's activities.

Student Release – Tk/K (2:00pm), First through Fourth Grades (3:00pm)

Genius Hour – Fifth through Eighth Grades (3:00-4:00pm)

Mondays through Thursdays at **STREAM** ends with Genius Hour for Fifth through Eighth Grade Students. During this time, elective courses are offered which are intended to offer a wide variety topics, skills, and projects for our students to explore.

Some Genius Hour Electives allow students to expand on concepts explored during STEM Core modules or science units offered earlier in the day. This spiral approach enhances our program.

Genius Hour Electives have included the following:

- Robotics/Lego League
- Lego or Maker Space Design Challenges
- Chorus/Choir
- Yearbook
- Digital Music/Garage Band
- Animation

- Aeronautics/ Rockets /Flight
- Electronics
- Inventions
- Podcasting/Vlogs
- Radio Drama
- School News Television
- Maker Space: Creations and products
- Guitars/Ukes
- Movie reviews
- Gardening
- Teacher Assistant at 3rd and 4th grade
- Lego Creations
- Movie Making
- Digital Music Composition/ song writing
- Travel Agency Simulation
- Arts and crafts (including knitting and sewing)
- Drawing, Story Illustrations
- Creative Writing
- Intramural Sports
- Coding to make video games and robotic and maker space inventions
- Arduino Electronics

Homework:

Due to our extended day, STREAM does not have a nightly homework regimen. There are some project activities, at times, that may require working with a partner or a parent.

Reading:

We expect students to read each evening. Students may be asked to write a short summary or keep a reading log for accountability. Valuing literacy encourages the success of students.

Projects:

Long term science, math, or reading projects require time at home to complete. Some projects require resources and supervision which can only happen at home. STREAM staff provides at least 30 days of warning with these kind of projects to help families budget their time.

Unfinished Work:

When an assignment is incomplete, or needs to be reworked, teachers will usually send the work home so the student will be caught up and ready to continue with their class on the following day.

A Day in the Life of a STREAM Student

*This is a snapshot of what it looks like to be a **STREAM** student. While it may seem drawn from the future or science fiction, this is what happens most school days. Join Evelyn, a fifth grader at **STREAM**, as she makes her way through a typical day.*

Evelyn arrives at school at 7:45am, ready for a full day. She is wearing one of her **STREAM** logo shirts and her running shoes, and has a small backpack with a notebook, a few pencils, and her lunch. Evelyn meets up with some friends playing four-square on the playground. They briefly discuss a presentation they will make later in the morning. Evelyn and her friends feel confident because they have been practicing their presentation during Genius Hour all week. Their presentation is a shared Google Slides document, which all three students were accessing from home, refining and making small changes, but, there are always a few details to discuss.

After the whistle blows, Evelyn and her friends line up with their class, while the younger students make their way toward the buildings from the play structure. After all classes are lined up and Mr. Phillips gains the attention of the entire student body, he makes a few announcements, students recite the pledge of allegiance together, and Mr. Manera leads the school in a rendition of *You're a Grand 'ol Flag*, and everyone is off to class.

As Evelyn and her class start walking toward their classroom, she notices the Fourth Grade students starting their PE class with 2 laps around the track and Third Grade students starting their outside welcome before entering their classroom. Evelyn and her 5th grade class head for the crosswalk. When they arrive at their classroom door, Mrs. Erickson gives the class final instructions before they enter the classroom to begin Bell work.

Bell work is on paper, and finishing it early, as Evelyn typically does, allows her extra time to catch up on a few of her iReady math assignments on her iPad. There is a fraction test later today and she wants to complete the Amplifier assignment on those concepts in order to better understand them. The animations always help Evelyn to understand math concepts more clearly.

When Mrs. Erickson brings the class to central focus, the day's agenda is reviewed on screen. Those students who are presenting their Colonization Reports from the Google Slides they created were free to make last minute changes to their presentations. Today's math lesson, which involved a video lesson from Mrs. Erickson and a digital practice page, along with iReady assignments on the iPad were the other options for students during the next half hour.

Mrs. Erickson begins moving through the classroom to help students, while also monitoring their iPads from her Apple Classroom viewer on her own iPad. This allows students to use their iPads with accountability, as any student is a single click away from being off task.

One student has clicked to a web page showing last night's basketball scores and highlights. Mrs. E. notices this on her iPad.

“What are you looking for there, Carl?”

“Sorry.”

...and we're back on task.

Evelyn is not presenting her colonization slides today, nor does she need to complete any more iReady Assignments, so she clicks on Mrs. Erickson's video lesson. The lesson is simple, but

effective. Today she is reviewing the idea of regrouping when subtracting mixed numbers. There is a step Evelyn does not understand. Before she raises her hand for help, she reviews the video another time. This time it makes sense to her. Evelyn likes having access to these daily videos both at school and at home. Reviewing these helps her immensely.

After Mrs. Erickson reviews the day's agenda and some other announcements, Evelyn and her class enjoy some of their fellow student's colonization reports.

The class had just finished a simulation in which they played the role of their future selves. The earth was suffering an energy crisis in the year 2064. The students had to work as a team of advisors to the President of the United States. Would the U.S. join other nations in searching other planets for new energy resources and look to colonize other worlds? Or should the United States stay on earth to focus on developing energy resources on our own planet?

Some lively debates had driven the class to make a number of decisions, leading to the United States finding a new energy resource on a distant planet. But the planetary people did not appreciate the invasion of their planet by earthlings.

The historical connections to this simulation engaged students in the study of the early American colonies like nothing else. The students used these historical connections to make Google Slide presentations about colonization. Vocabulary like *Charter Colonies*, *Joint Stock*, and *Royal Colonies*, which came up in the simulation, are now understood and are being covered regularly in these Fifth Grade presentations. These presentations are shown on the classroom's monitor, showing pictures, graphics, and text. Each student has digital notes, which they see on their own device, while the class sees only the presentation itself. Mrs. Erickson has a rubric score sheet on her device so she can grade the student presentation for its content, layout, and performance.

This is one of a number of simulations Mrs. Erickson offers in her classroom, as do all of the middle school classrooms during the year. Most of these result in student reflection which can include traditional essays, tri-fold presentation boards, models, inventions, board games, video games, videos, animations, or perhaps even a cake!

Evelyn is called out of class with some other students from her Genius Hour class. This team of students are all from the Science Ambassadors group who meet with Mr. Erickson during Genius hour. Their task today is to deliver their static electricity presentation for the first grade.

Evelyn's group has just a few moments to lay out their stations with balloons, PVC pipe, nylon handkerchiefs, and small pieces of Styrofoam. When the First Graders arrive, the Science Ambassadors bring the entire group together for a quick skit. The high point of the skit has Evelyn's hair standing on end, to the delight of the class.

The First Graders are then divided into groups where they experience three different stations. Evelyn's team has practiced these stations during their Genius Hour all last week. They had some fellow students act as their younger students to get their vocabulary and procedures for each station honed and ready for the first graders. Mr. Erickson is nearby to assist and offer suggestions while

he also helps with classroom management. The time flies by. Mr. Erickson is very pleased with how his Science Ambassadors have performed.

Evelyn returns from these science stations to her Fifth Grade classroom just in time for snack break on the playground. After break comes her music time. Evelyn has learned a lot about music since first grade. Mr. Manera has led her and her classmates in singing and movement, rhythm instruments, and Boom-Wackers as an introduction to reading music. Evelyn and her classmates also learned to play the recorder and ukulele and are now, in fifth grade, learning to play band instruments. Evelyn was issued a clarinet at the beginning of the school year and has been steadily improving her skills ever since.

PE follows Music for the Fifth Graders and the class heads out to the playground. They first run two laps around the track, followed by some stretching and a great game of Ultimate Frisbee. Mr. Yang, the PE teacher, acts as referee. Evelyn also has Mr. Yang a couple of afternoons each week as a soccer coach.

It's been quite a morning for Evelyn and the other Fifth Graders who now have their lunch out on picnic tables under the shade structure. After finishing lunch, Evelyn and her friends head out to the playground for some fun.

When the whistle blows, Evelyn and her classmates line up and then head back to class, now with Mr. Erickson. Mr. Erickson takes the Fifth Grade class through the afternoons in a job share arrangement. He spent the morning leading STEM and Technology with the lower grades, and will now be with Fifth Grade for the afternoon.

Back in class, the Fifth Grade begins sustained silent reading ("SSR"). Students have some assigned reading from classroom novels and also use selected novels from the classroom library. Evelyn loves her current book. When she is finished with it, she will use her iPad to log into the Accelerated Reader program. It will provide a short quiz, log the results, and make recommendations. This program also stores the number of words read by each student. When students reach a million words, they are treated to a fun lunch outing with Mr. Phillips. Evelyn has already achieved one-million words and is hoping to make a second million before the end of the year.

Mr. Erickson now has the class back to central focus. This week, Evelyn and her classmates are learning about Hyperduino. With the Maker Faire approaching next month, Evelyn is hoping Mr. Erickson will help her group's presentation board really come alive. The students are making short video infomercials for their inventions using iMovie and then uploading their movies to Youtube. Evelyn's Spider Swatter is a great invention which she completed during a Genius Hour offering in the Makerspace earlier in the year. Evelyn's invention allows even a very small person to swat bugs high on a wall or the ceiling. Evelyn's infomercial stars herself and her partner and features music she created on her iPad, using the Auxy app. Along with the Hyperduino system, Evelyn's presentation board features a working prototype, text items, buttons, and LED lights which highlight the various features of her invention while the infomercial plays on a Chromebook placed in front of her board. This will make her tri-fold science board leap into the 21st century. Evelyn can't wait for the Maker Faire!

By 2:45pm Evelyn's class takes a snack break. Today the class remains indoors to have a healthy snack and watch some selected videos on the classroom monitor. Today, they are watching an inspirational science video about a new device designed to provide clean water to people in developing countries.

3:00pm brings Genius Hour. During this new round of Genius Hour Electives, Evelyn has moved from Science Ambassadors to doing a musical called *Geology Rocks*. She plays the part of a detective who is searching for evidence of the Rock Cycle. Although Evelyn has never thought of herself as a singer, she does enjoy performing in a group. The performance is next month and will be attended by many parents. In fact, so many parents attended the last performance, there was an encore performance later in the afternoon. Evelyn and her classmates work to polish their performances while the students in the Makerspace Genius Hour class begin to build props and sets for the performance.

At 4:00pm, Evelyn heads out to the sidewalk. Most days she goes home at 4:00pm, but on Fridays everyone leaves at noon. From time to time Evelyn stays after school when her parents work late or when she has soccer practice. ASP is always fun, with snacks, art, outdoor activities like soccer and basketball, and some great supervisors who can help with projects and an occasional math question.

Subject Areas

Science

STREAM uses science as the foundation for introducing, building, and reinforcing State Standards into curricular activities. **STREAM** is endeavoring to raise the scientific literacy of our students. Scientific literacy weaves together the knowledge and understanding of scientific concepts and practices. Learners need a high level of scientific literacy in order to solve the complex problems of the 21st century. **STREAM's** science foundation is provided by the NGSS.

Students participate in inquiry-based investigations that incorporate real-life applications, developing an understanding of the nature and process of scientific investigation. The curriculum is integrated within interdisciplinary units and themes while building upon the NGSS. Science content is presented in three interconnected formats. These formats include:

- Incorporating science content within the reading program through informational texts;
- Incorporating science content into the writing program through informational writing and research; and
- Presenting science content through integrated, thematic, problem and project-based units of instruction.

The thematic units utilize and integrate a number of inquiry-based science resources. Resources include hands-on science technology and resources, literature on the recommended list from the California Department of Education, content specific resource books, and other print and internet-based media.

Mathematics

STREAM students are engaged in challenging, hands-on math activities. Developing mathematical awareness, understanding, and skills is crucial to academic success for all learners and **STREAM** partners with students and parents to provide the support necessary to reach high academic expectations. The curriculum builds upon the CCSS as well as the principles and standards set forth by the National Council of Teachers of Mathematics. In its *Principles for School Mathematics*, the NCTM states, “Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.”²⁴ **STREAM’s** curriculum emphasizes conceptual understanding of important mathematical ideas and mathematical reasoning through a cohesive math curriculum that utilizes hands-on activities and helps students see connection between concepts and real-life applications. Basic skills, with an emphasis on conceptual understanding, are also reinforced. “If we really wanted to prepare students for the mathematical demands of current and future careers, it would make more sense to give them more opportunities to apply fairly basic math to complex situations and problems like those they will face in the workplace.”²⁵

Instructional units incorporate hands-on activities and emphasize the use of mathematical language and reasoning during problem solving. For example, as part of a unit on volume and surface, students progress through a series of problems using unit cubes. They might begin by building rectangular prisms with an assigned number of cubes. Next, the teacher might present a series of problems using the cubes. These problems are differentiated according to student ability. Using pre-assessments, teachers identify students with an advanced understanding of volume and those who may need additional support. More advanced students are presented with more complex shapes or more complex numbers. Students requiring additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of Volume = length x width x height would be introduced.

Students further hone their understanding through more specific practice.

Lessons typically begin with a brief mental math warm-up. The teacher may post a math problem such as 13×27 which students work on for a few minutes independently. Then, the class discusses all the ways they could solve the problem in addition to the standard algorithm. This type of mathematical talk works to develop mathematical reasoning skills. For the rest of the lesson, students are engaged in whole class, small group or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post the activities that students are responsible for completing over the course of a week. The activities would include computation, problem-solving, and writing. While students are working on the math menu activities, the teacher works with small groups or individual students who need additional assistance or challenge activities.

Teaching is differentiated to account for the variety of mathematical experiences and skills in a typical classroom. Informal and formal assessment is crucial in making sure that every student is

²⁴ Principles and Standards for School Mathematics. (2000) National Council of Teachers of Mathematics.

²⁵ Schmoker, M. (2011), Focus: Elevating the Essentials. ASCD

suitably challenged and receives the support s/he needs. Differentiation techniques may include flexible grouping based on skill level and assigning different levels of activities in the math menus.

STREAM's mathematics curriculum is mapped to California's CCSS at each grade level. Teachers draw on a number of resources developed by renowned math educators that align with **STREAM's** educational philosophy and constructivist model and support California's CCSS.

Language Arts

Strong literacy skills are crucial to students' academic and, ultimately, career success. **STREAM** provides a comprehensive curriculum that includes daily opportunities for students to practice and improve on listening, speaking, reading, and writing skills. **STREAM** places an emphasis on using literacy skills for authentic purposes. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers.²⁶

STREAM takes a balanced approach to literacy instruction. The curriculum is based on the CCSS. We ensure that standards are addressed. Instruction includes lessons on developing fluency, comprehension strategies, and analysis skills. Students are exposed to a variety of genres and increasingly complex text. Student reading levels are assessed at the beginning of the year and at least three more times during the year. Reading level assessments are used to help students choose independent reading books at their appropriate lexile level and for teachers to plan guided reading lessons.

The reading program is designed to instill a love of reading and includes these components:

- **Independent Reading**: Students engage in independent reading every day. Students must read a variety of text at an appropriate level in order to become proficient readers. Through whole class and small group instruction, teachers teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups.
Assessment: Informal and formal assessment is an important part of the reading program. Teachers assess student reading levels at the beginning of the year and at the end of each semester. Additionally, teachers use Informal Reading Inventories and conferences to assess on a continual cycle. This information guides students in choosing appropriate independent reading books and helps teachers differentiate instruction.
- **Informational Text Instruction**: Teachers lead students in developing comprehension strategies and fluency as a part of curricular based, thematic units.
- **Strategy Workshops/Mini-Lessons**: Teachers lead students in developing comprehension strategies and fluency. Mini-lessons may include think-alouds, shared reading, and interactive read-alouds.
- **Literature Study**: Students read a variety of literature and engage in literary analysis. They study the conventions of different genres and learn different ways of approaching fiction and non-fiction. Literature study may occur in independent reading, during content based units, as part of Language Arts skills development, and through literature circles.

²⁶ Allington, R., & Cunningham, P. (2002). *Schools that Work: Where All Children Read and Write*. Boston: Allyn and Bacon.

- **Guided Reading:** In the primary grades and as an intervention in the upper grades, teachers lead guided reading groups. These groups pull together students to work on specific word attack and fluency skills.
- **Word Work:** Lessons in word work focus on phonemic awareness, phonics skills, word attack skills, spelling, and vocabulary and concept development. Word work lessons engage students through multiple modalities. The structure of these lessons varies according to the grade level.

STREAM also focuses on the writing process. Students have opportunities to write across genres in content-based units and in writer’s workshops. Teachers guide students through the writing process of pre-writing, writing multiple drafts, feedback/revision, publication, and presentation. **STREAM** curriculum is based on the CCSS. Writing instruction at

STREAM includes the following components:

- Direct Instruction/Mini-Lessons;
- Individual Teacher-Student Conferences;
- Shared Writing Experiences, particularly in the primary grades; and
- Partner and Small Group Work.

The components of the language arts program are integrated throughout the week in the following formats:

- Incorporating language arts content and skills within thematic units of instruction in science, mathematics, social studies, and service learning projects;
- Thematic units of instruction focused on language arts;
- Reading workshops during the language arts skills lessons; and
- Writing workshops during the language arts skills lessons.

Social Studies

STREAM curriculum builds students’ knowledge through the investigation of big ideas and essential questions while connecting to students’ interests and experiences. Content is based on the History-Social Science Content Standards. Instruction develops students’ growing understanding of their community and the world. The curriculum includes the four main social science disciplines: history, geography, civics, and economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of perspectives. Similarly to the science program, social studies content is presented in three interconnected formats. These include:

- incorporating social studies content within the reading program through informational texts;
- incorporating social studies content into the writing program through informational writing and research; and
- presenting social studies content through integrated, thematic units of instruction.

Thematic units in Social Studies draw on a variety of resources and materials. These resources include primary sources, content-specific literature, and trade books. The lessons and units are inquiry-based and incorporate language arts throughout.

The following is an example of what a **STREAM** social studies lesson looks like. In this 6th grade classroom, students have been studying ancient cultures. The teacher has designed the lesson focused on the essential question, “How did social class affect daily life in ancient Egypt?” The teacher begins by putting the students into groups that reflect ancient Egyptian social structures. They participate in a dramatization designed to highlight how social class affects their experiences. After reflecting on how the experience felt for the lower and upper classes, the groups are given materials to read to learn more about their assigned social class. Students then develop and perform a live or virtual skit or dramatization to demonstrate key ideas. Next the teacher leads the whole class through a discussion of similarities and differences between the social structure of ancient Egypt and their own school and community. The lesson ends with each student journaling as they reflect upon what they have learned.

Creative Arts

Visual and performing arts are integrated throughout the curriculum. The arts provide a multi-sensory, multiple-modality experience for students as they access and interact with the core subject areas. Students are encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a unit studying an historical event.

STREAM students have regular lessons in the visual and performing arts. In these lessons, students experience multiple ways of molding ideas and communicating through art, music, and drama. Students are encouraged to express their creativity, feelings, and imagination through the various art forms. All **STREAM** students participate in vocal or instrumental music.

Physical Education

The goal of the physical education program at **STREAM** is for students to develop life-long habits of building physical strength, dexterity, balance, endurance, and healthy habits. Students are introduced to various physical movement activities that suit diverse learning styles and skills and that are aligned to the State Content Standards. All students participate in physical education (PE) daily. PE develops students’ awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE activities develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Curriculum Design

STREAM’s curriculum is designed to focus on the education of the whole child. **STREAM** uses science as the foundation for introducing, building, and reinforcing California CCSS into curricular activities. The California CCSS is used as a foundation to build curriculum and guide instruction. **STREAM** addresses the standards in inquiry directed, project and problem based, thematic units.

Instructional Planning

Instructional planning is organized into three steps: long-term plan development, unit plan development, and weekly lessons. Through these three steps, the **STREAM** staff develops

instructional plans that align our educational approach with state standards. Deliberate and purposeful professional development is an important component to our instructional planning.

Long-Term Planning

To ensure that **STREAM** provides a comprehensive, rigorous education for its students, teachers are engaged in long-term planning before the school year begins. **STREAM** follows a trimester system. Each grade level team maps the NGSS onto a school year calendar and shares it with the staff. The curriculum content is divided into trimester for pacing purposes. **STREAM** staff uses a PLC workday each month to update curricular plans for the remainder of the school year.

Unit Plan Development

Thematic units are a feature of **STREAM's** curriculum. Using this approach enables students make connections between subject areas and individual concepts. By making these connections, students create mental maps in their brain, which enhance memory and problem solving.²⁷

These thematic units are based on the NGSS. **STREAM** teachers plan units using a backward planning process that emphasizes authentic learning opportunities and teaching for understanding. In this backward design process, teachers begin by formulating learning goals and then work backward to develop instruction that will help students reach those goals. Units include:

- goals and objectives;
- essential questions (broad, conceptual questions that provoke further inquiry);
- specific California CCSS, including English Language Development standards;
- assessment rubrics;
- learning activities; and
- differentiated learning techniques.

Unit length varies, depending on the content, from one week to more than one month. Most units are cross-curricular. For example, a 3rd grade social studies unit on Native American communities might incorporate activities designed to address language arts standards such as writing a short informational piece about a Native American tribe. Teachers also develop specific units for math and language arts skills lessons that will be less interdisciplinary.

Unit plan development also includes the development of Service Learning Projects as detailed in the Instructional Approach section.

Weekly Lesson Plans

Weekly lesson plans focus on the learning activities listed in the thematic units. Teachers adapt and schedule the activities into the morning block and plan out ways to differentiate the activities based on previous assessment and ongoing observation. Lesson plans for the skills lessons come from the curricular unit. Lesson plans are flexible in that teachers will adjust the pacing or adapt the lesson based on ongoing observation and assessment.

Throughout the lessons and activities, teachers make frequent checks for understanding.

²⁷ See Caine and Caine, (1994), for a more detailed discussion of how thematic instruction aligns with brain processing.

Core courses at **STREAM** include: science, language arts, mathematics, and social studies.

Learning Center

STREAM includes a learning center for special education and bilingual support, intervention and enrichment opportunities, projects, tutoring, and after school program. The learning center is stocked with supplies, manipulatives, computers, and STEM module units for student use in self-directed, project-based learning activities, under the supervision of the learning center coordinator, who, in turn, is under the supervision of the Special Education and Intervention Director. Students who need special education services, extra time for intervention (tutoring), extra time for language development, extra group project time, or self-directed enrichment experiences will have opportunity to utilize the learning center throughout the day. The learning center has tables for working, collaborating, and tutoring.

The learning center provides students with extended opportunities for intervention, enrichment, and bilingual and special education services.

Professional Development

Teacher training and support is critical to student success. **STREAM** teachers are central members of the learning community. There are opportunities for teachers to learn new techniques and to collaborate with their colleagues to develop curriculum and evaluate student progress. Our professional development model is structured around the following elements: time, support, inquiry, and shared decision making.

Time

Professional development is ongoing and built into the school calendar. Structured professional development and collaboration occurs during the following times:

- An August Institute to review data, select a yearly theme, map the CCSS, articulate with staff, and begin building curriculum units. During the institute, staff will also develop professional learning goals.
- Bi-monthly collaboration times. Collaborative groups will vary throughout the year. Grouping may be determined by grade level teams, professional learning goals, and/or specific subject areas.
- Two or more designated whole-group professional development days during the year.
- Designated times throughout the year when staff will be released to meet with the Director, to observe other classrooms, attend professional development opportunities, and review student data.
- The whole staff attends a conference together every other year.

Support

STREAM teachers are able to draw on a number of resources for professional development. These resources include, but are not limited to:

- Other teachers. Collaboration with colleagues is an essential component of the **STREAM** community. Teachers have at least two peers, who they will meet with on an ongoing basis. Teachers also meet with subject area specialists.
- Director. The Director facilitates professional learning. S/he helps develop and implement protocols for professional development and collaboration and supervise the evaluation process. Additionally, s/he serves as a liaison with professional development resources outside of the school.
- Outside resources. **STREAM** draws on and develops partnerships with a number of outside organizations to support professional development. Those organizations include, but are not limited to, Butte County Office of Education (“BCOE”), California State University at Chico (“CSUC”), California Charter Schools Association (“CCSA”), and others. Staff also attends professional development events, as a group, such as: The Computer Using Educators (“CUE”) Annual Conference, The UC Davis Summer Institute on Integrated Computing and STEM Education, and The Annual CCSA Conference. Staff also participate in CCSS and El Dorado County Charter Special Education Local Plan Area (“SELPA”) workshops.

Inquiry

The **STREAM** professional development model, like our educational model, is inquiry-based. The staff selects an annual theme for professional learning based on student achievement data, staff and parent surveys, and evaluations. During our first year of operation, the theme focused on a unified purpose and establishing the **STREAM** model. Once a theme is selected, teachers develop individual professional learning goals that apply the theme. Throughout the year, professional development and collaboration is focused on these goals. Additionally, staff evaluation incorporates these professional learning goals. Teachers take leadership roles in planning and presenting professional development.

Shared Decision Making

A key feature of the **STREAM** model is shared decision making. We are building the leadership capacity of each teacher to encourage our staff members to take on leadership and coaching roles with one another to move educational priorities forward. As part of shared leadership, **STREAM** also has lead teachers. Currently, **STREAM** has 5 lead teachers. Based on the growth of **STREAM**, the number of lead teachers may be expanded to ensure that necessary support is provided to all teachers. Being a lead teacher is a voluntary position. Lead teachers are approved by the other teachers and the administration. The roles of the lead teachers include:

- Constructing and/or leading staff development;
- Implementing a peer observation program;
- Curricular area support;
- Building school culture; and
- Acting as a liaison to the Director for staff needs.

As previously stated, teachers take on leadership roles in planning and implementing professional development. In addition, teachers are expected to participate in running the school. Each teacher is a part of at least one school-wide committee. Such committees may be responsible for developing discipline policies, implementing data analysis protocols, organizing parent education meetings, or developing overarching school improvement goals.

Plan for Special Learners

STREAM strives to meet the needs of every learner, making the educational program appropriate for students of various backgrounds: students who are academically low achieving, students who are academically high achieving, English Learners, and special education students. We use a variety of assessment tools to identify students who fit into these categories.

Once a student has enrolled at **STREAM**, baseline assessment are given to each student. Included in the baseline assessment are the following:

- A registration form asking families to provide information that families wish to share including student’s interests/strengths, areas of need, learning preferences and other pertinent background information.
- All entering kindergarten students will be given a baseline assessment.
- All students will be given diagnostic assessments in language arts and mathematics.

The following subsections explain the ways in which **STREAM** will identify and address the needs of diverse learners.

Plan for Students who are Academically Low Achieving

Assessment and Identification

A variety of assessment tools are used to identify students who are academically low achieving. A diagnostic assessment in language arts and mathematics is administered to all new and returning students enrolled at **STREAM**. For primary and elementary age students, the 1 language arts assessment includes the Fountas & Pinnell Benchmark Assessment System (“BAS”) and a writing sample. Each student completes a baseline mathematics assessment based on the previous grade’s mathematics standards. In addition, we review CAASPP data from the previous year, if it is available. Throughout the year, teachers also assess students through informal measures such as standards-based checklists, observations, and Informal Reading Inventories. In addition, students are assessed using formal methods such as writing rubrics, standards-based tests, and quizzes. Students are considered academically low-achieving based on the following criteria:

- Scoring below basic or far below basic on the mathematics and/or language arts portion of the SBAC and/or;
- Performing significantly below their grade level peers on **STREAM**’s standards-based mathematics assessments.
- Performing significantly below grade level on the Fountas & Pinnell BAS.
- Performing significantly below grade level peers on writing samples.

Family Notification

The classroom teacher contacts the parents of low-achieving students to discuss student performance and strategies for improvement. Parents are notified in writing and verbally either in person or by telephone. Conferences are held for all families in the fall to discuss student progress and the creation of the Individualized Learning Plan. Progress towards goals is communicated

through regular progress reports to parents and administrative staff. Additional conferences may be held for low-achieving students to determine academic progress and interventions.

Intervention Services

Low-achieving students are fully integrated into the student body. The engaging and active educational program at **STREAM** is designed to accommodate a full range of performance including low-achieving students. Specific practices that support low-achieving students include:

- The hands-on, integrated curriculum provides concrete experiences to help students access content through a variety of modalities.
- Differentiated instruction practices are used to make the curriculum accessible to low-achieving students (as outlined in the Instructional Approach section). Flexible, targeted grouping will be used during intervention and Friday sessions to develop content area skills.
- During professional development days and weekly faculty collaboration times, grade level teams will discuss the academic progress of low-achieving students to develop and refine intervention supports.
- Students who demonstrate difficulty with mathematics concepts may be grouped for targeted strategic interventions during the skills lesson. The teacher will meet with these small groups or individuals on a weekly basis.
- Students who demonstrate difficulty with reading are grouped according to their instructional reading level and provided with small group guided reading instruction related to their areas of need during reading workshops. Teachers meet with lower reading groups for longer durations and/or with greater frequency in order to accelerate their learning. Additionally, teachers work with each student in order to assist them in selecting independent reading material that is appropriate for each child's independent reading level. Teachers conference with students to discuss each child's independent reading selection and ensure the child is selecting a text that is adequately matched to the child's independent reading level and to provide individualized instruction and support.
- Students who demonstrate difficulty with writing receive support in the classroom. This support includes specific mini-lessons that target the student's writing challenges, additional conferencing time/duration, and/or other strategies aimed at helping the child to improve.

Monitoring Progress

Student progress is monitored on an ongoing basis through a combination of teacher observation, classroom assessment and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Study Team will be convened to consider alternative intervention strategies. This team is made up of the classroom teacher, parents, and other support providers. The team discusses observed strengths and areas of concern and consider interventions. The team designates a period of time for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

Plan for Students who are Academically High Achieving

Most students' needs are met by the engaging, challenging curriculum at **STREAM**. We work with students who are performing above grade level to ensure they are challenged and receive appropriate academic extensions within the classroom. The process for developing and monitoring these interventions is similar to the process for low-achieving students.

Assessment and Identification

A variety of assessment tools are used to identify students who are academically high achieving. A diagnostic assessment in language arts and mathematics is administered to new and returning students enrolled at **STREAM**. For language arts, this assessment includes the Fountas & Pinnell BAS and a writing sample. Each student completes a baseline mathematics assessment based on the previous grade's mathematics standards. In addition, we review CAASPP data from the previous year, when available. Throughout the year, teachers also assess students through informal measures such as checklists, observations, and Informal Reading Inventories. In addition, students are assessed using formal methods such as writing rubrics, standards-based tests and quizzes. Students are considered academically high achieving if they score advanced on the mathematics and/or language arts portion of the CAASPP and/or consistently perform significantly above their grade level peers on alternative assessments.

Family Notification

The classroom teacher contacts the parents of high achieving students to discuss student performance and strategies for meeting the student's needs. Parents are notified in writing or verbally either in person or by telephone. Student progress is monitored on an ongoing basis through a combination of teacher observation, classroom assessment and benchmark assessments. Teachers provide regular progress reports to parents and administrative staff.

Additional Supports

Academically high achieving students are fully integrated into the student body. The engaging, personalized curriculum at **STREAM** is designed to meet students where they are academically and to allow them to be challenged appropriately. We implement additional strategies to ensure that the needs of high achieving students are met. These supports may include:

- Extra opportunities for enrichment in the core content areas. For instance, students who are reading at a level significantly above their grade level are given appropriately challenging content reading books.
- Extra opportunities for leadership and acquisition of mentoring skills.
- Individual and small group projects developed to challenge the high-achieving student and extend learning beyond the classroom.
- Utilizing parent "experts" as mentors in relevant fields of study.

Emphasis is on guiding high-achieving students to develop their own learning goals and objectives.

Plan for English Learners

STREAM meets all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they

pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. **STREAM** has implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Given the demographics of Oroville, we enroll several students from homes in which English is not the primary language. Students have varying degrees of English proficiency and some require ongoing support in English Language Development. We use research-based instructional programs and strategies to meet the specific needs of English Learners.

STREAM follows all applicable laws in serving its EL students. Structurally, **STREAM** runs a full-inclusion program for our EL students. EL students are not in sheltered or bilingual instruction classes at **STREAM**. From the first day of school, EL students are immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All **STREAM** teachers are Cross-cultural, Language and Academic Development (“CLAD”) certified or in the process of obtaining certification.

Program Description

English Immersion with Necessary Native Language Support.

EL students are immersed in English, with the language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. The National Literacy Panel (August & Shanahan, 2006) found that EL students acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold EL students’ literacy development in English. To the greatest extent possible, **STREAM** recruits teachers capable of providing strategic primary language support in order to help students acquire advanced levels of English literacy.

STREAM’s literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for EL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction creates an environment that allows EL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs.

The report by the National Literacy Panel (August & Shanahan, 2006) contains comprehensive and rigorous synthesis of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading-identified by the National Reading Panel (NICHD, 2000) - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - has clear benefits for language-minority students. **STREAM’s** literacy approach is a scientifically-based

reading program that incorporates these five key components.

The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Research (for example, Vaughn, Mathes, Linan-Thompson & Francis, 2005) has demonstrated that to demonstrate significant gains, appropriate accommodations must be made to:

- increase the oral comprehension of EL students;
- provide effective reading interventions that are systematic, explicit, and intense (provided in small groups or individually); and
- provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies can have significant results.

This approach is supported by the work of Vaughn (et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for EL students. Their language support activities were similar to **STREAM's**, explicit vocabulary and grammar instruction, and extensive oral language instruction.

English Language Development Instruction in Groups Leveled by English Fluency

Small literacy groups are leveled based on literacy assessment results, taking into account EL students' English linguistic proficiency. English Language Development instruction grouping will be based on ELD assessments. It is important to provide EL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however, it is critical to distinguish between them in order to provide EL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that EL students are not segregated into linguistically homogenous groups. ELD time is the only time where EL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD is heterogeneous in order to provide EL students with English language models and opportunities to practice using academic English with other students.

August and Shanahan (2006) found a significant correlation between oral language and reading comprehension and writing ability in EL students and suggested that classrooms with significant EL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which EL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years. We focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted. We believe that working on oral and literacy skills concurrently will help our EL students to master listening, speaking, reading and writing in English by second grade.

Because oral language development is so critical to reading comprehension and content area

learning, **STREAM**'s ELD block incorporates an intensive focus on oral language development. Additionally, we focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives are assessed through formative assessments. These assessments and public demonstrations provide **STREAM** and the students with data to measure their progress.

Content Area Interactive Instruction to Increase Academic Language Proficiency

Genesee, et. al, found that a combination of direct instruction with interactive instruction is more effective than one or the other. **STREAM**'s ELD block takes place during intervention and focuses on direct language instruction with individuals or in small groups. Our integrated science and social studies content focuses on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard, et. al, found high value in integrating content and academic vocabulary. These skills are further enhanced through the integration of strategies from Project GLAD, which focus on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students. They also developed a rubric for teacher self-evaluation to monitor their balance of hands-on and vocabulary time and the degree of integration. (Stoddard, T. et al., 2002) This rubric may be used by **STREAM** teachers in order to assess the efficacy of their instruction.

Assessment and Identification

The orientation process at **STREAM** strives to be inclusive and welcoming for all families. We anticipate most of our EL students to come from Hmong or Spanish speaking households, so we have translation available at school events in addition to translations of written communication. We utilize bilingual staff members as translators. We also set up bilingual support for students and parents as needed. We make sure that the necessary supports are provided so that non-English speakers can participate fully.

Student Identification

Home Language Survey (HLS):

Parents or legal guardians of students complete the Home Language Survey when they enroll their child at **STREAM** (on enrollment forms).

English Language Proficiency Assessment

Students with a home language other than English participate in English Language Proficiency Assessments for California ("ELPAC") assessment. ELPAC testing is administered in English.

All students whose primary language is not English must take the ELPAC Initial Assessment ("IA"). The ELPAC also must be given once each year to ELs as a Summative Assessment ("SA") until they are reclassified as fluent English proficient. These scores will be placed in the student cumulative file. The purpose of the ELPAC is: (1) to identify new students who are ELs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

Initial Identification of Students

Legal guidelines clarify that an EL is a K-12 student who, based on objective assessment (like the ELPAC), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

The ELPAC Initial Assessment (“IA”) is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

At **STREAM**, the determination of whether or not a student is designated as an English Learner or Fluent English Proficient is based upon the score received on the ELPAC and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1, as compared to students in grades 2-5.

Students enrolled in grades K-1 who are orally proficient in English based on the ELPAC are assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as EL based on the required score on the ELPAC are placed in the appropriate ELD academic setting. Students enrolled in grades 2-5 are designated as an English Learner based on their overall scaled score on the ELPAC.

Ongoing Assessment

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

During a conference with parent(s) and teacher(s), the student’s English and/or academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school’s monthly internal assessments. The following multiple measures may be examined:

- ELPAC
- Student portfolios
- SBAC
- Teacher observations

An English Language Learner Progress Profile is developed for each EL student and included in the student’s Individualized Learning Plan specifying the ELD standards met and targeted ELD goals towards reclassification.

Parent Notification of Assessment Results and Initial Identification

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The notification is in English and in any language which is spoken by 15 percent or more of the students in the Charter School, as determined by the R-30 Language Census. This information is communicated orally when a written notice (Parent Notification) letter is not understood or orally translated into another language, if needed. If the Parent Notification letter is not returned, site personnel complete a follow-up phone call.

This written notification is completed on an annual basis and **STREAM** invites parents to a meeting to do the following:

- Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
- Parents are provided with a full written description of the structured English immersion program which includes the educational materials to be used.
- Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver
- Inform parents of their rights to participate in the school meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian believes there has been an error.

Criteria, Standards and Procedures for Reclassification

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former Limited English Proficient (“LEP”) student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school’s regular instructional program. (Education Code Section 52164.6) The participation of the classroom teacher, parent(s) and site administrator/designee is required in the reclassification process.

The following criteria and standards for reclassification are used to determine when LEP students have developed the English language skills necessary (oral and academic) to succeed in English-only instruction and may be reclassified as Fluent English Proficient (“RFEP”). The Director ensures that all English Learners are considered for reclassification at any time and/or on an annual

basis via the SST process. A classroom teacher, parent, or director may also initiate the reclassification process by reviewing assessment data. Using the following criteria, the teacher determines whether the student has met all the standards to be reclassified to RFEP status, and ensures that parent consultation is completed:

Interim Reclassification Guidance per California Department of Education (January, 2018)

- Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC; and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against an empirically established range of performance of English proficient students of the same age.

The following criteria are used for comparison purposes:

1. The student has been enrolled in **STREAM** for at least one year.
2. The student can demonstrate oral English language proficiency with a score of fluent English speaker on ELPAC, and/or through other objective local assessments.
3. Students in grades 1 – 2 who met criteria 2 (oral proficiency) shall be considered for reclassification after the successful completion of at least one full semester with grades of Satisfactory or better in Reading/Language Arts and Mathematics.
4. Students in grades 1 – 2 must demonstrate grade level writing skills as measured by passing the **STREAM** Writing Mastery Test.
5. Students in grades 3 – 5 must score at a minimum at the 60th percentile on the CAASPP SBAC for ELA and Mathematics.
6. Students in grades 3 – 5 must demonstrate grade level writing skills as measured by passing the **STREAM** Writing Mastery Test.
7. Students in grades 6 – 8 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a C or better in all core content area classes.
8. There must be a consultation with the student's parent or guardian, including an interview or written communication regarding the reclassification process.

Alternate Reclassification Procedures

Some students may not be able to reach the regular criteria due to factors other than language acquisition. The purpose of the following procedure is to ensure that students who have acquired proficiency in English but may not be meet standards in an area unrelated to English language acquisition, such as math, are able to move to RFEP status. This process will also provide any needed supplementary assistance that will enable them to experience the highest levels of success in the school's academic program and meet grade level standards. This procedure is instituted on a student-by-student basis using the following criteria:

- Enrollment date in specific EL instructional services at **STREAM** or elsewhere. Students enrolled for three years in an EL Program will be considered for alternate reclassification.
- Verification that the student met regular reclassification criteria 2 and 6 in the above list.
- Students in grades 4 – 5 need to obtain a C or better in Language Arts and Mathematics.
- Parent or guardian has been consulted

- Date of Reclassification is recorded in the student’s cumulative record.

A plan outlining this procedure must be in place to monitor student progress and provide appropriate interventions.

Follow-up Procedures

The progress of students who have been reclassified is monitored for two years. The EL coordinator completes an evaluation of student academic progress after the first and second grading periods following reclassification. A third follow-up takes place one year after reclassification; a fourth follow-up occurs two years after reclassification. All RFEP students’ SBAC scores are evaluated to assess the overall reclassification progress, and interventions are implemented if the student does not maintain appropriate progress.

Instructional Strategies

STREAM is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. Teachers have already obtained a CLAD certificate or a Bilingual, Cross-cultural, Language and Academic Development (“BCLAD”) certificate.

All EL students are fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including English Learners. We value the knowledge and experience that every student brings to the classroom. Teachers encourage students to share that knowledge in a variety of forms so that even students with limited English proficiency can participate. Teachers strive to incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, Internet resources, and parents or other volunteers. We also recognize and appreciate the particular needs of EL students and continually evaluate our educational program with those needs in mind. As part of our continuing Professional Development program, teachers are trained in a variety of ELD techniques and strategies including the Sheltered Instruction Observation Protocol model and Specially Designed Academic Instruction in English (“SDAIE”). Additionally, teachers regularly discuss the needs and performance of our EL students during professional development days and faculty meetings.

EL students have three primary goals as they become proficient in English, based on the overarching goals described in the ESL Standards for Pre-K-12 Students. Those goals are (1) to use English to communicate in social settings (2) to use English to achieve academically in all content areas, and (3) to use English in socially and culturally appropriate ways. Achieving these goals is part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

STREAM has a structured immersion program for EL students. Specific supports include:

- **Problem and Project Based Learning.** Students benefit from collaborative, engaging, and purposeful learning activities. ELD strategies are based on a belief that communicative competence comes from opportunities to use language in real world settings. Teachers provide context for language development by connecting with students’ prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning supports language development.

- **Scaffolding.** Teachers enable EL students to access grade level content and concepts. Multiple forms of instructional scaffolding are used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding is built into the classroom environment, routines, and schedules. Most importantly, teachers support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to **STREAM**'s mission and vision for all students. Predictable routines and procedures help EL students participate in learning activities. Scaffolding is used in reading and writing development. Peregoy and Boyle define literacy scaffolds as “activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance.”²⁸
- Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at **STREAM**. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning. This requires that teachers really know their students and the content and understand how to modify their language so that it is comprehensible, but not overly simplified.
- **Specially Designed Academic Instruction in English.** Teachers across all grade levels use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using strategies such as: manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language used during instruction. ELD standards and intervention techniques are incorporated into all units.
- **Literacy Support.** English Learners also receive specific and appropriate support in English Language Development during language arts lessons. During the literacy skills time, teachers may group EL students to specifically address EL needs. Teachers use ELD assessments to develop specific small group lessons that are delivered during the reading and writing workshops. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and language skills. EL students have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction is incorporated into all lessons. EL students receive an additional 30 minutes of daily English Language Development intervention.
- **On-going Assessment.** Teachers use a number of assessments to monitor progress of EL students. EL students are observed in the classroom using a rubric modeled after the ELPAC. Teachers also monitor EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade level peers.

Monitoring and Evaluation of Program Effectiveness

The evaluation of the program effectiveness for ELs in **STREAM** includes:

- Adhering to school-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

²⁸ Peregoy, S., & Boyle, O., (2005). Reading, Writing, and Learning in ESL, Boston: Pearson Education.

Staff Training and Professional Development

Good instruction is the foundation of good EL instruction (Goldenberg, 2003). **STREAM's** intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum used by teachers that provides sustained and hands-on support is the most effective. For our ELD block, **STREAM** utilizes professional development from organizations like the BCOE and the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For continuous professional development in integrating ELD strategies into literacy and language development for EL students, **STREAM** uses Project Guided Language Acquisition Design (“GLAD”), based on their rigorous hands-on approach and extensive validation studies demonstrating significant gains relative to comparison groups. Each teacher at **STREAM** is trained in the usage of SDAIE and/or GLAD. These strategies are considered effective for EL students’ academic achievement. Additionally, August and Shanahan found that intensive mentoring and interim assessments were important to creating behavior changes in teacher’s instructional practice (August & Shanahan, 2006).

Parent, Staff, and Community Involvement

STREAM involves parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English Learners.

Parent Communication with the parents of EL students in their primary language is essential to encourage parent support and involvement. To support this communication, **STREAM** uses translations of major documents, notices, public meetings, and workshops for parents in Hmong and Spanish – when needed.

Parent Participation

Parents are encouraged to participate in school activities, including, but not limited to:

- Parent Club
- Volunteering in classrooms
- Assemblies
- Community Meetings
- Parent/Family Meetings and Special Events

Parental Rights

Parents concerned with their student’s progress or group placement can call for a meeting with the teacher and/or administrator.

Community Meetings

STREAM schedules community meetings, which are intended to keep parents and families informed and empowered. This meeting is coordinated by the Lead Teacher-ELD and, along with other information presented to the community, advises on programs and services for EL students. During the meetings, the parents are informed of programmatic and assessment issues that affect EL students and are also be informed about the programs, funds, and strategies that are being applied to these students. The community has the opportunity to discuss these issues and ensure that the community creates a collective for EL instruction and interventions.

Program Effectiveness

The **STREAM** mission of every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with EL students. This goal is measured by academic proficiency on TMP, CAASPP, and other assessments. Our interim assessments are correlated to grade-level benchmarks on the CAASPP and will provide feedback on how our students are progressing towards their goals. Additionally, our oral language assessment tests language proficiency predictive of ELPAC year-end outcomes. As described above, these assessments are used to drive changes in classroom instruction and in individual student interventions. In specific areas of weakness for the Charter School, we seek outside resources such as the Butte County Office of Education (“BCOE”) and CSU Chico.

Plan for Students with Disabilities

Special Education Students

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

STREAM shall be its own local educational agency (“LEA”) and shall remain a member of the El Dorado County Charter Special Education Local Plan Area in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Services for Students under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

In order to comply with Child Find requirements as specified by law, **STREAM** has established a referral and assessment process that brings together the parent/guardian, student, and Charter School personnel to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, a Student Study Team, referral, assessment, and IEP review.

Search and Serve

Upon the commencement of **STREAM**'s school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, **STREAM** will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as requiring interventions, a Student Study Team composed of the student, the student's parent or guardian, and at least one **STREAM** faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies, and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they recommend that student for a formal special education assessment. **STREAM** may choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents are informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

When a student enrolls at **STREAM** with an existing IEP, **STREAM** notifies the SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting is convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, **STREAM** will implement the existing IEP at **STREAM** or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. **STREAM**'s internal method for referral for assessment is the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by

STREAM within 15 days. **STREAM** will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If **STREAM** concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The teacher is responsible for gathering all pertinent information and sharing such information with **STREAM** or SELPA (where applicable according to SELPA policies). Information gathered is used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures are conducted in the student's primary language, and an interpreter will be provided, if needed.

The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

STREAM will use the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. **STREAM** is responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services. **STREAM** ensures that all aspects of the IEP and implementation are maintained. **STREAM** provides modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the Charter School who have IEPs are served in the Least Restrictive Environment ("LRE"). Each student who has an IEP has an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;
- A **STREAM** administrator;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

STREAM believes the parent is a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they are able to participate effectively on the IEP team. The Charter School will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with state laws and **STREAM** policies.

Upon the parent or guardian's written consent, the IEP will be implemented by **STREAM**. The IEP will include all required components and written on standard forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where and when they will be delivered;

- Measurable annual goals and short-term objectives focusing on the student’s current level of performance;
- A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- IEP meetings will be held according to the following schedule:
- Yearly to review the student’s progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent’s request);
- When an Individual Transition Plan (“ITP”) is required at the appropriate age;
- When **STREAM** seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

IEP Review

The IEP team formally reviews a student’s IEP at least annually to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress. If a parent or faculty member feels the student’s educational needs are not being met, s/he may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, **STREAM** has thirty days, not including school vacations greater than five days, to hold the IEP meeting. Unless otherwise specified on the student’s IEP, parents are informed thrice a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student’s progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and if needed, the reasons the student did not meet the goal.

STREAM ensures that all the requirements mandated within a student’s IEP are met. The Charter School seeks to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the Charter School will work with the SELPA to provide an appropriate placement and services. **STREAM** will work with the SELPA to make time and facilities available to meet the needs of the student’s IEP. **STREAM** actively participates in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. **STREAM** makes available student’s work products for analysis and evaluation of progress and participates in the IEP reviews.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP, by the IEP team, at any time during the year via written notice to **STREAM**, which may then forward such written notice to the SELPA within two school days. The Charter School encourages open communication between the parents and special education team for any items related to the special education services.

Staffing

STREAM is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of. The location and timing of services is developed on an individual basis depending on the needs of each child as identified by the IEP team.

STREAM will employ or contract with service providers to ensure student's IEP needs are met.

STREAM reserves the right to contract with service providers outside of the district/SELPA when appropriate.

Reporting

STREAM will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from state assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from **STREAM** of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting is the responsibility of the **STREAM** administrator. The administrator will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The administrator will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. Any concerns or disagreements raised by parents are acknowledged by the

school within five days, after which a meeting between the parent and Charter School is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. The Charter School provides the parent with a written Notice of Procedural Safeguards, which includes information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. **STREAM** will utilize the Notice of Procedural Safeguards used by the SELPA of membership.

Dispute Resolution

In the event that a parent/guardian files a request for a due process hearing or request for mediation, **STREAM** will follow board policy regarding dispute resolution and make arrangements for its legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

SELPA Representation

STREAM is operating as an LEA in a SELPA other than OCESD or Butte County, so **STREAM** will represent itself at all SELPA meetings.

Funding

STREAM is currently operating as an LEA in a SELPA other than OCESD and representing itself as an LEA in a SELPA and thus managing the use of its Special Education funding.

Special Education Strategies for Instruction and Services

STREAM complies with the federal mandate of the “least restrictive environment,” meaning that the Charter School makes every attempt to educate special education students along with their non-disabled peers. **STREAM** mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through **STREAM**’s extended day. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

Professional Development for STREAM Staff

The Director, regular and special education teaching staff, as well as other appropriate faculty and staff members attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA.

Section 504 of the Rehabilitation Act

STREAM is solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of **STREAM** are accessible for all students with disabilities in accordance with the ADA.

STREAM recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of **STREAM**. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

Any 504 team shall be assembled by the Special Education Director and/or designee and includes the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability shall be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by **STREAM's** professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Personalized Learning (Independent Study) Option

The Charter School offers its full educational program through the use of a non-classroom based model for no more than 20% of its total ADA. In offering a non-classroom based model, each student is assigned a teacher/advisor as a supervising teacher, and the Charter School complies with all provisions of Education Code Section 51745, *et seq.* and the implementing regulations adopted there under. Independent Study students are expected to maintain regular communication with their supervising teachers through email and phone as well as meet in person at least once a month (in accordance with Board Policy and Master Agreement provisions). Independent Study students have access to the on-site curriculum and instruction; including instructional materials, projects plans, academic software and distant learning programs, and workshops. The independent study student and family meet with the advisor once a month to assess the student, co-create curriculum plans and check on progress. Independent study students join classroom-based students for field trips and other enrichment activities.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix III. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

ELEMENT B: MEASURABLE PUPIL OUTCOMES; and **ELEMENT C: METHODS OF ASSESSMENT**

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code Section 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(b)(5)(C).

STREAM has set high expectations and individual objectives for its students and staff.

STREAM’s goal is to have all students graduate as:

- Academically and intellectually motivated, curious, and confident;
- Critical and creative thinkers;
- Collaborative problem solvers;
- Skilled and responsible leaders;
- Technologically adept; and
- Socially aware and competent citizens.

Students need to perform academically at or above grade-level as measured by the SBAC. Students should also demonstrate their understanding and comprehension in multiple forms of assessment including essays, presentations, portfolios and demonstrations, journals, and benchmark and standardized tests. Students further need to demonstrate creative thinking, adaptability and resourcefulness as well as the collaboration skills necessary to become socially competent. Finally, **STREAM** students need to be self-aware, persistent, and engaged in learning to continue on to high school, college and beyond as lifelong learners.

The above goals for pupil outcomes provide the guide for specific benchmark assessments given to ensure student progress and mastery in subject areas. This section details these benchmarks along with associated indicators of success. **STREAM’s** teachers use State Standards to define measurable outcomes in each grade level. **STREAM** also supports its teachers in creating the day-to-day and week-to-week objectives for their students, which will be formulated annually through teacher curriculum mapping. Teachers map standards into measurable objectives and create a year-long roadmap of outcomes that drives assessment and prioritizes and sequences instruction.

STREAM believes outcomes and assessments should inform curriculum and instruction, and, like learning styles, there are multiple forms of assessment. No single measure alone will constitute a

sole indicator of progress. **STREAM's** assessments are described in Element C: Methods of Assessment.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix III. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Methods of Assessment

STREAM has implemented a comprehensive assessment system to measure and track student mastery of grade-level standards and requisite skills in each subject area. Assessment result analysis forms the basis for teacher professional development and instructional planning. Assessment data is collected at regular intervals throughout the school year including: baseline, formative, and summative assessments. **STREAM** uses computer-based assessments and data administration that allows teachers to develop personalized reports, disaggregate class data, and observe patterns so that the assessments can be used to strategically target instruction.

As new assessment tools become available that align with California's CCSS, we continue to refine and update our assessment list to integrate these new tools. **STREAM** staff works diligently to review individual student performance data enabling the appropriate staff to take corrective action for students who fall below the minimum performance expectation.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

State Assessments

The CAASPP assessment is administered to students in grades three through eight in the spring of each year to measure students' mastery of grade-level standards and to assess annual progress in meeting goals. The California Science Test ("CAST") is administered annually to students in grades five and eight. The ELPAC is administered to English Learners annually.

Multiple Measures

STREAM's assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, and summative assessments. Baseline assessments measure basic academic skills in English Language Arts and mathematics. Assessments are frequent and include formal and informal, performance-based assessments. These assessments help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments is used to guide instruction and to identify students who may need additional support and/or challenge. Summative assessments take place in core subjects at the end of content units, the end of each trimester, and at the end of the school year.

STREAM is committed to using both criterion-referenced and standards-aligned assessments as well as diagnostic and formative assessments in our school-wide assessment plan. Criterion-referenced assessments is used to monitor whether students are mastering grade level standards, and to identify standards that require more attention in the classroom. These assessments are disaggregated by teachers, in a team effort, to identify trends, find specific areas of instructional strength and weakness, and to ensure students are making progress towards grade-level proficiency as measured by state standards. Formative assessments are used to inform instruction as well as to track and monitor student growth and learning.

In addition to the annual state mandated standardized assessments detailed above, **STREAM's** assessment plan includes the following assessments:

Leveled Reading Assessments

All students in kindergarten and new students in first, second, and third grades are assessed upon arrival. We measure early reading behaviors and monitor phonological awareness, word analysis, reading fluency, and comprehension and identify the specific reading levels of each student which then helps teachers adjust instruction, create guided reading groups, and help students select appropriate independent reading books. Incoming Kindergarteners are assessed for Letter Recognition, Early Literacy Behaviors, and Phonological Awareness: Initial Sounds and Rhyming. At the primary level (K-3), teachers conduct running records, along with, but not limited to, phonological awareness, high frequency, and decodable word list assessments at least once a trimester, or as often as needed. Running records measure reading fluency and word analysis skills. In the intermediate grades and middle school (4-8), teachers conduct on-going (at least two per trimester) Informal Reading Inventories that will assess fluency and comprehension. Interim and final assessment for intermediate and middle school students use different Leveled Reading Assessments that are less time intensive.

Writing Assessments

A writing sample is collected and assessed for each student at least four times a year: as a baseline assessment, at the end of each trimester, and at the end of the year. Teachers develop rubrics that align to grade-specific content standards for writing. Students are instructed on how to use analytic rubrics throughout the writing process. Students use these rubrics for self-review and self-assessment on writing projects throughout the year.

Mathematics Assessments

At the beginning of each year all students are given a baseline mathematics assessment. The baseline assessment includes multiple choice and constructed response questions. It is designed to assess students' mastery of the previous grade's standards. The data from the baseline assessment is used to guide instruction including possible interventions and extensions. Teachers may use released questions from state testing as well as curriculum resources in developing assessments.

Throughout the year, student progress in mathematics is measured using formal and performance-based assessments. Students are pre-assessed at the beginning of each math unit to identify students in need of extra challenge or support. On-going assessment takes the form of formative assessment and assignments. At the end of each unit, student understanding and mastery is measured through performance tasks or formal assessments. During designated faculty collaboration times and/or professional development days, teachers design these assessments or select them from curriculum resources.

At the end of each trimester, including the end of the year, students are given an assessment that covers the standards taught to date. Much like the baseline assessment, these assessments include both multiple choice and constructed response questions. They are created in the same way. Teachers also use performance tasks from a variety of resources to assess problem solving skills.

Thematic Unit Assessments

An important part of creating thematic units is selecting and developing authentic, valid assessments of understanding. In the backward planning process, teachers first identify goals and content standards for each unit. Next, they design and select assessments. Then, they develop lessons to help students reach those goals. Teachers consider the following three elements when designing assessments: the type of evidence, evaluation criteria, and assessment validity. Teachers collaborate in the assessment design process during professional development at the beginning of the year and revisit it during faculty collaboration time.

For each thematic unit, teachers include a variety of assessments including at least one performance task. Formative and summative assessments designed to measure student understanding of the unit's learning goals may include quizzes and tests, responses to academic prompts, and informal checks for understanding. Performance tasks are complex, open-ended and authentic tasks and/or projects. They are assessed using multi-faceted rubrics that include state standards.

Report Cards and Portfolios

In addition to the subject area specific assessments described above, **STREAM** uses report cards and portfolios to summarize student achievement.

Report Cards

Report Cards provide a summary of student assessment at the end of each trimester. Our report cards describe the level of development for each student in relation to standards-based grade level skills and content.

STREAM report cards are designed to describe a five point continuum of learning stages (beginning, developing, approaching, proficient, and advanced). Report cards demonstrate student development in the following areas: reading, writing, mathematics, social studies, science, Service Learning Projects, STEM projects, creative arts, and physical education. The specific features of each area are grade-level specific and standards-based. Our report cards also contain a narrative section where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments.

STREAM uses Aeries, a digital assessment platform and student data system, which enables us to generate custom summary reports.

Portfolios

STREAM uses a portfolio system as part of our assessment plan. Portfolios are used as a record of learning that includes samples of work and students' reflections on their work. Portfolios display the individual nature of child's learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning. Portfolios are reviewed by students, parents/guardians, and teachers at a conference as well as at the end of the school year. As a learning record, portfolios ensure teacher knowledge of student work from class to class. Each semester, students, in consultation with their teachers, select work samples from all core subject areas as well as projects to place in their portfolios. As part of this selection process, students reflect on their performance to identify their strengths and areas for improvement as well as set personal goals for themselves.

Using computer presentation systems, students are able to make digital portfolios. These presentations contain text, photos, and videos of the student's work and presentations. Digital portfolios are more easily viewed by parents and teachers. The portfolios are cloud based, enabling students, families, and teachers access to the work from anywhere. Because these portfolios remain in the cloud, teachers may more easily store them for reference and for passing on information about student achievement as a student advances out of a classroom or transfers to another school or district.

Use and Reporting of Data

STREAM uses a Student Information System ("SIS") to track and maintain student data. The current system is Aeries. The system was chosen to ensure the information collected is used in

accordance with **STREAM**'s mission and vision as well as to provide for all mandated reporting requirements at the local, county, state, and federal levels. We use the system to create reports that allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

STREAM teachers and staff are engaged in an ongoing process of data review and evaluation in connection to student learning outcomes. Friday afternoons are set aside for teachers to analyze individual data to review performance for students in classrooms and work in collaborative teams to review class performance and benchmark data. In both cases, teachers are guided to look at how students performed on multiple measures, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Additionally, assessment data is used to judge the effectiveness of curriculum units and teaching. This information is then used to refine or change future units and instruction. Collaborative teams based on grade levels and subject areas use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers are coached in using various assessment protocols. Individual student achievement is also tracked longitudinally. Portfolios allow teachers to track and monitor progress from one year to the next. They will continue to be an advocate and resource for that student once the student has moved onto the next class.

At **STREAM** we believe that teaching to deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. They must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Should the hypothesis be incorrect, as a researcher, an effective teacher uses that data to form another hypothesis and continue this line of inquiry until success is achieved.

Reporting to Parents

At the beginning of every school year, **STREAM** holds orientation meetings during which we share our assessment philosophy and system and explain to families how to access assessment data and student information through a parent portal. Such data includes student report cards, CAASPP results, interim and benchmark assessments, student portfolios, and project assessments. Families are provided access to this information through email, newsletters, and **STREAM**'s website. In addition, assessment data is shared directly with families during conferences, phone calls, and materials sent home.

Reporting to Authorizing Entity and Other Stakeholders

STREAM promptly meets all reasonable inquiries for data from our Authorizer and assure timely scheduled data reporting to our Authorizer in compliance with the law; further **STREAM** hereby grants authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the Charter School. **STREAM** adheres to all applicable laws and regulations regarding English Learners, including notification to parents regarding ELPAC results and reclassification. In accordance with IDEA, **STREAM** complies with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a special education student's parents on progress towards goals stated within the IEP.

School Accountability Report Card

STREAM compiles the necessary data and creates a SARC at the end of each school year. State law requires that the SARC contains all of the following:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Annual School Improvement Efforts

Teachers and parent representatives meet to create and update the LCAP. The plan targets specified areas for improving student learning and other aspects of the Charter School that the **STREAM** community agrees need attention. See Appendix III for a copy of the LCAP.

ELEMENT D: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code Section 47605(b)(5)(D).

Shared Leadership

STREAM collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning, and implementation to ensure school success. School governance is derived from best practices to ensure that the Charter School meets its stated mission and goals and that all stakeholders have a voice in the ongoing development of the Charter School.

Legal Status

STREAM is a directly funded independent charter school and is operated as a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. **STREAM** is governed by its Board of Directors pursuant to its adopted bylaws, which are consistent with this charter. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs; and selecting and evaluating top administrative staff.

STREAM operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated with the District. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The corporate bylaws demonstrate the organizational designs of **STREAM's** governance structure to ensure that it remains viable and that there is active and effective representation of Charter School stakeholders, including, but not limited to, parents and guardians. The bylaws clearly state the authority and responsibility by which the Board conducts itself, including appointment and removal of its own members. See Appendix IV-a for the Board Bylaws.

STREAM's Articles of Incorporation, which are on file with the Secretary of State, are evidence of its status as a California nonprofit public benefit corporation. See Appendix IV-b for the Articles of Incorporation.

STREAM has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and Government Code Section 1090, *et al.*, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts of Interest Code has been submitted to the County Board of Supervisors. See Appendix IV-c for the Conflict of Interest Code.

Board of Directors

The Charter School is governed by a corporate Board of Directors—the **STREAM** Governing Board—which is a policy-making board that oversees the fundamental operations of the Charter School in accordance with its bylaws.

The Board is composed of 5-10 Directors, comprised of parents and community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In accordance with Education Code Section 47604(b), the District shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. Two (2) Governing Board positions are reserved for parent representatives of students attending **STREAM**. Parent representatives must be the parent/guardian of a currently enrolled **STREAM** student. Parent representatives shall be nominated by majority vote of the families of currently enrolled students, one vote per family. All directors shall be designated by the existing Board of Directors.

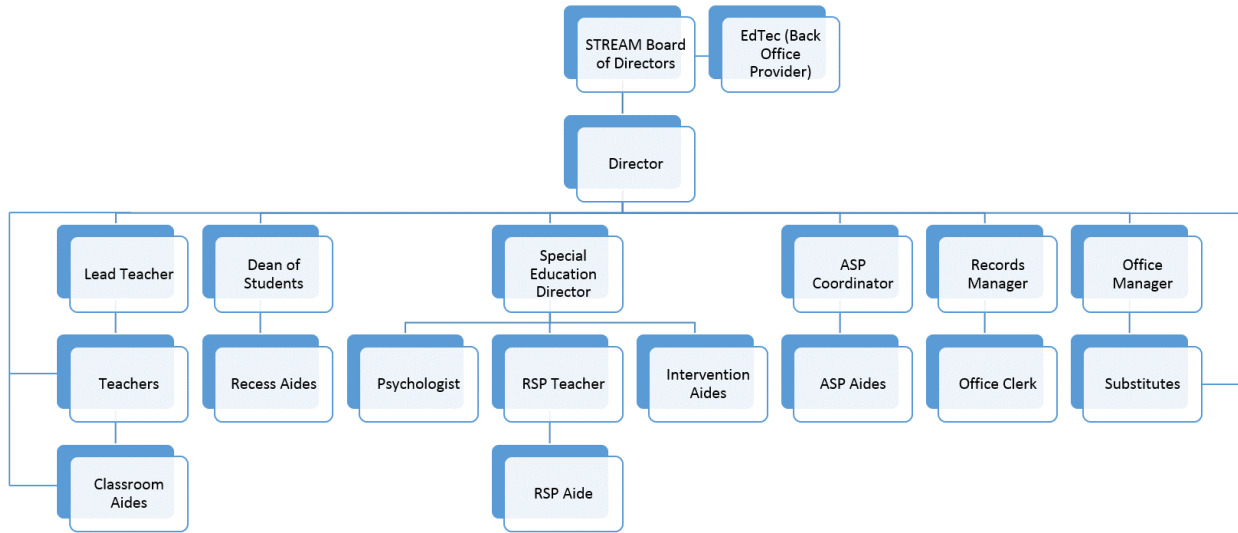
The terms of the Board of Directors are staggered with directors serving two (2) year terms. Half of the directors are elected or re-elected each year. Board members are nominated by a committee appointed by the Chairman of the Board, or if none, the President, and are appointed based on a rigorous recruitment and selection process based on current vacancies, need and expertise, and commitment to the mission of the Charter School.

The Board may designate committees under the terms of the Bylaws. The Board may create and terminate committees at will. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

Board Training

The **STREAM** Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles and responsibilities. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the Charter School's legal counsel, the California Charter Schools Association, or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

Organizational Chart



Roles in the STREAM Community

Role of the Board of Directors

The Board of Directors of **STREAM** meet regularly, at least four times a year, and in accordance with the Brown Act. The Board of Directors are responsible for the operation and fiscal affairs of the school including, but not limited to:

- approval of all budget-related and financial activities connected to the Charter School;
- communication, negotiation and collaboration with the authorizer;
- personnel actions;
- discipline actions;
- evaluation of Charter School programs;
- participation in independent fiscal and programmatic audits;
- long-term strategic planning; and
- approval of bylaws, resolutions, and policies and procedures of Charter School operation.

Role of the Director

The Director is the leader at **STREAM**, who models the Charter School’s core values and spearheads the development of the Charter School. The Director will manage finances, facilities, program development, professional development, and work with teachers to improve curriculum and instruction. The Director also ensures that the connection between the Charter School and families is strong, mutually respectful, and marked by continuous communication.

The Director’s duties shall include, but are not limited to, the following:

- ensuring that all elements of **STREAM** are directed at helping the Charter School achieve its mission;
- working with lead teachers to provide staff professional development and improvement;
- supervising, evaluating, and training teachers;
- reaching out to parents, the District, the County Office of Education and the community to build collaboration directed at student success;

- recruiting new students and families;
- recommendations to Board of hiring, discipline, dismissal of staff;
- developing and maintaining the school calendar and schedules (e.g. IEP meetings, Back-to-School night, curriculum specialists); and
- ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement.

Role of Lead Teacher - Technology

As part of **STREAM's** shared governance structure, teachers are expected to lead in ongoing school development. Some key elements of the leadership of the Lead Teacher – Technology includes:

- designing and leading selected staff workshops;
- working with staff to integrate STEM strategies and materials into **STREAM** curricular applications;
- working alongside **STREAM** staff to select and implement technology materials and units;
- working alongside specialists and **STREAM** staff to design and maintain the **STREAM** technology infrastructure, hardware, and software needs; and
- developing and overseeing the integration of technology and curriculum to meet evolving understanding of target student needs.

Role of Lead Teacher - Curriculum

As part of **STREAM's** governance structure, teachers will be expected to lead in ongoing school development. Some key elements of the leadership of the Lead Teacher – Curriculum includes:

- designing and leading selected staff workshops;
- designing and integrating Common Core strategies and materials into **STREAM** curricular applications;
- working alongside **STREAM** staff to design thematic core and replacement units;
- working alongside **STREAM** staff to design and implement response to instruction and intervention to meet student needs;
- working with staff to integrate STEM strategies and materials into **STREAM** curricular applications; and
- guide the school in selecting instructional and supplementary materials.

Role of Lead Teacher - Assessment

As part of **STREAM's** governance structure, teachers will be expected to lead in ongoing Charter School development. Some key elements of the leadership of the Lead Teacher – Assessment includes:

- designing and leading selected staff workshops;
- working alongside **STREAM** staff to design and implement **STREAM** assessments;
- collecting data at regular intervals throughout the school year including: baseline, formative, and summative assessments and lead **STREAM** staff in analyzing and disaggregating data;
- working alongside CDE, BCOE and **STREAM** staff to arrange and implement Smarter Balanced Assessment; and
- guiding the school in its collection, analysis, and programmatic response to student achievement data.

Role of Lead Teacher – English Language Development

As part of **STREAM**'s governance structure, teachers will be expected to lead in ongoing school development. Some key elements of the leadership of the Lead Teacher – ELD includes:

- designing and leading selected staff workshops;
- designing and integrating EL strategies and accommodations into **STREAM** curricular applications;
- arranging and leading ELAC meetings;
- ensuring **STREAM** is compliant with California laws and best practices regarding ELs;
- providing daily instruction and intervention for English Learners; and
- guiding the school in its collection and analysis of assessment data as it relates to ELD.

Role of Teachers

As part of **STREAM**'s shared governance structure, teachers are expected to lead in ongoing school development. Some key elements of teacher leadership include:

- designing and leading selected staff workshops;
- developing academic programs and curriculum to meet evolving student needs;
- engaging in community outreach, including family communication and school events and academic exhibitions;
- participating on key school committees;
- analyzing data and communicating results from student assessments; and
- facilitating parent teacher conferences.

Role of the Dean of Students

The Dean of Students is responsible for a positive atmosphere and climate at **STREAM**, modeling the Charter School's core values. The Dean of Students will manage program development, professional development, and work with teachers to improve a positive behavioral intervention system. The Dean of Students also ensures that the connection between the Charter School and families is strong, mutually respectful, and marked by continuous communication.

The Dean of Students' duties shall include, but are not limited to, the following:

- ensuring that the school atmosphere and climate at **STREAM** is directed at helping the Charter School achieve its mission;
- developing and maintaining a positive behavioral intervention system;
- overseeing playground staff;
- providing staff professional development and improvement related to behavior interventions;
- supervising, evaluating, and training staff;
- reaching out to parents, the District, the County Office of Education and the community to build collaboration directed at student success;
- recruiting new students and families;
- recommendations to the Director of hiring, discipline, dismissal of staff;
- ensuring a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement.

Role of the Office Manager

The Office Manager is a primary face and voice people will see or hear at STREAM. The Office Manager is one who models the Charter School's core values, organizes the business office, communicates with our back office support provider, and helps monitor compliance. The Office Manager also tracks STREAM's accounting, purchasing, and compliance. The Office Manager also ensures that the connection between STREAM and CDE, BCOE, and OCESD is strong, mutually respectful, and marked by continuous communication.

The Office Manager's duties include, but are not limited to, the following:

- developing and overseeing office management and protocols;
- working with the Director and accounting contractor to oversee all financial accounting and record maintenance and protocols;
- working alongside the Director to ensure STREAM is compliant with education laws and best practices related to school finance;
- working alongside the Director to ensure that all necessary District, County, State, and Federal reporting is completed in an efficient and accurate fashion;
- overseeing ordering of supplies and instructional materials, equipment, and services needed in the maintenance of the Charter School;
- arranging for advertising, public relation events, and general recruitment;
- working with the Director and accounting contractor to manage accounts payable;
- working with the Director and accounting contractor to oversee day to day cash flow; and
- maintaining records of school finances using accounting software.

Role of the Records Manager

The Records Manager is the first face and voice people will see or hear at STREAM and should be one who models the Charter School's core values, organizes the front office, communicates with the Office Manager and Director, and helps monitor compliance. The Records Manager also tracks STREAM's attendance, health services, academic records, and compliance. The Records Manager also ensures that the connection between STREAM's school and business offices is strong, mutually respectful, and marked by continuous communication.

The Records Manager's duties include, but are not limited to, the following:

- developing and overseeing records management and reception functions and protocols;
- working with the Director and back office contractor to oversee all attendance accounting and record maintenance and protocols;
- working alongside the Director to ensure STREAM is compliant with education laws and best practices related to attendance and records keeping;
- working alongside the Director to ensure that all necessary District, County, State, and Federal reporting is completed in an efficient and accurate fashion;
- working with other staff to oversee maintenance of confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, and parent driver trip information;
- coordinating forms for short-term independent study.

Role of the Special Education/Intervention Director

The Special Education/Intervention Director coordinates all special education and intervention services for students at STREAM, ensuring that the connection between STREAM's staff, families, and service providers is strong, mutually respectful, and marked by continuous communication.

The Special Education/Intervention Director's duties include, but are not limited to, the following:

- developing and overseeing special education/intervention records management and protocols;
- working with the staff to ensure students' special education/intervention needs are being met.
- coordinating service providers to ensure students' special education/intervention needs are being met;
- meeting and communicating with parents to ensure compliance with special education laws and best practices;
- overseeing and supervising special education and intervention staff;
- coordinating and overseeing IEP meetings;
- coordinating and overseeing intervention services;
- working alongside the Director to ensure STREAM is compliant with special education laws and best practices;
- working alongside the Director to ensure that all necessary District, County, State, and Federal reporting is completed in an efficient and accurate fashion;
- working with other staff to oversee maintenance of confidential files.

Role of the After School Program Director

The After School Program Director coordinates all after school programs for students at STREAM, ensuring that the connection between STREAM's staff and families is strong, mutually respectful, and marked by continuous communication.

The After School Program Director's duties include, but are not limited to, the following:

- developing and overseeing the after school program;
- supervising and coordinating the after school program staff;
- developing and overseeing after school program records management and protocols;
- working with the staff to ensure students' needs are being met;
- meeting and communicating with parents;
- working alongside the Director to ensure STREAM is compliant with laws and best practices;
- working alongside the Director to ensure that all necessary reporting is completed in an efficient and accurate fashion.

Parental Involvement in Governance

Family engagement is a crucial component of the educational model at **STREAM**. As described in Element A, families have multiple opportunities to be involved. Families are involved in site-based decision-making at the Charter School and in the on-going development and growth of the school, including representation on the Board of Directors and participation in school-based committees including **STREAM** Advisory Committees.

Other forms of family participation include, but are not limited to:

- Parent Club
- Assemblies
- Community meetings
- Parent/Family meetings and special events
- volunteering in the classroom;

- volunteering in the learning lab;
- assisting with technology;
- preparing materials;
- providing language support;
- assisting with lunchtime activities;
- supervising field trips;
- coordinating car pools;
- attending and helping with school-wide events; and
- serving as a liaison to community groups.

ELEMENT E: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” Education Code Section 47605(b)(5)(E).

STREAM employs a staff of professionals committed to upholding the highest expectations for each child and to providing a rigorous educational program. Our staff members are committed to the mission and vision of **STREAM** and work diligently to assure they are realized.

Assurances

In accordance with Education Code Section 47605(d)(1), **STREAM** is nonsectarian in its employment practices and all other operations. **STREAM** does not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220.

STREAM complies with all legal requirements regarding the requirement to fingerprint and obtain background clearance of employees and contractors, and to ensure all employees have received a tuberculosis risk assessment (or examination if necessary), as described in Element F. Prior to employment, each employee must also furnish documents establishing legal employment status.

STREAM complies with the provisions of State and Federal law as they apply to certificated and paraprofessional employees of charter schools. **STREAM** will employ or retain teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The Director will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State and Federal law.

Employee Recruitment and Selection

STREAM is dedicated to hiring professional and well qualified staff. All staff must demonstrate an understanding and commitment to **STREAM**'s mission, vision, and educational philosophy. The Director is responsible for selecting instructional staff. Working with the Board, the Director establishes a Selection Committee that works with the director to recruit and select staff. To ensure the selection of the highest quality staff, we use the following selection process:

- Advertise job openings in local and professional media, specific to the position to be filled (e.g., career and education websites, Schools of Education, Ed-Join);
- Request resumes and cover letters;
- Brief screening interview (in-person or by phone) by Director and at least one teacher;
- Follow-up interviews, which include a sample teaching lesson or other demonstration of job-related abilities, by Director and at least one teacher;
- Verification of credentials and past employment, state and federal background checks, and professional and personal reference checks;
- Finalize a selection;
- Take recommendations to the **STREAM** Board of Directors for approval; and
- Finalize contract and extend offer of employment.

Staff Evaluation

Evaluation procedures will be conducted in a manner established by the administration and approved by the **STREAM** Board. Procedures will include peer evaluation, self-evaluation, and professional goal setting. Discipline and dismissal procedures for employees are developed by the administration and approved by the **STREAM** Board.

Employee Qualifications and Job Descriptions

The following job descriptions outline Charter School positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the Charter School.

DIRECTOR

JOB DESCRIPTION

The Director is responsible for the day-to-day operations of **STREAM**. The Director's responsibilities include management and oversight of all instruction and operations. The Director administers and supervises the Charter School and its employees, supports teacher leadership and the model of shared decision making, facilitates development of educational program improvement, fosters a culture of positive, engaged learners, serves as a strong advocate for **STREAM's** philosophy, and works with the Board to develop and implement policies.

Responsibilities and Duties

Educational Program Management

- Embody, advocate for, and execute the mission, vision and direction of **STREAM**;
- Monitor and analyze student performance data and prepare reports;
- Outreach to community and school district about our model and develop support systems;
- Foster teacher leadership and shared decision making;
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings;
- Ensure educational and regulatory compliance at all governmental levels;
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, California Charter School Association, BCOE, and OCESD;
- In conjunction with staff, develop and implement discipline policies.

Operations Management/Supervision

- Provide oversight and leadership in guiding **STREAM**, including overseeing and developing programmatic, staffing, curriculum, and opening procedures;
- Oversee and develop school office procedures, methods, and practice;
- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment;
- Supervise day-to-day operations of the Charter School;
- Responsible for overall vendor management including, but not limited to, payroll, facilities, contractors;
- Responsible for preparation of annual performance audit;

- Attend and participate in **STREAM** Board meetings and committee meetings;
- Manage recruitment and selection of staff;
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers, in collaboration with staff, the Board of Directors, and representational parent input;
- Supervise staff and foster positive, collaborative working relationships.

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners;
- Maintain a visible and accessible presence to the school community;
- Advocate for **STREAM** in the greater community and with the media;
- Communicate concerns/needs of the **STREAM** community to the Board of Directors;
- Represent **STREAM** at district and county administrative meetings and other meetings as requested by the Board of Directors;
- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate;
- Outreach and marketing for the purposes of maintaining enrollment and development.

Fiscal Management

- Develop annual budget. Manage budgets and communicate to the **STREAM** Board,
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary,
- Provide financial reports to the Board, County, and other agencies as mandated by law,
- Arrange for annual audit with an outside independent auditor to ensure the soundness of **STREAM's** finances.

The Director will perform other duties as required.

Qualifications

Education and Experience

- Master's degree
- Valid California Administrative Credential
- Valid California Teaching Credential with CLAD certificate
- Minimum of three years K-8 teaching experience
- Experience working with inquiry based educational programs
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues
- Inquiry based educational programs
- Budget preparation and control procedures

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources

- Promote and market the educational program and services of the Charter School

Skilled in:

- Communicating clearly and effectively in both oral and written language
- Establishing and maintaining positive, respectful relationships with a variety of people
- Understanding and use of current educational technology

SPECIAL EDUCATION/INTERVENTION DIRECTOR

JOB DESCRIPTION

The Special Education/Intervention Director is responsible for the special education and intervention services provided at **STREAM**. The Special Education/Intervention Director’s responsibilities include management and oversight of all special education and intervention instruction. The Special Education/Intervention Director administers and supervises the special education and intervention services and providers, supports teacher leadership and the model of shared decision making, facilitates development of program improvement, fosters a culture of positive, engaged learners, serves as a strong advocate for **STREAM**’s philosophy, and works with the Director to develop and implement policies.

Responsibilities and Duties

Educational Program Management

- Embody, advocate for, and execute the mission and vision of **STREAM**;
- Monitor and analyze student performance data and prepare reports regarding special education and intervention services;
- Outreach to families and providers about our model and develop support systems;
- Foster teacher leadership and shared decision making;
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings, particularly as they relate to special education and intervention services;
- Ensure educational and regulatory compliance at all governmental levels;
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, California Charter School Association, BCOE, and OCESD as it relates to special education services;
- In conjunction with staff, develop and implement appropriate discipline policies.

Operations Management/Supervision

- Provide oversight and leadership in guiding **STREAM** special education and intervention programs, including overseeing and developing programmatic, staffing, and curriculum;
- Oversee and develop special education and intervention procedures, methods, and practice;
- Ensure compliance with all applicable laws and regulations including, but not limited to, special education services;
- Responsible for preparation of annual performance audit;
- Attend and participate in **STREAM** staff meetings and IEP meetings;
- Manage recruitment and selection of special education staff;
- Supervise improvement of special education services by annually reviewing goals and objectives, observing instruction, and conferencing with teachers and the Director;
- Foster positive, collaborative working relationships.

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners;
 - Maintain a visible and accessible presence to the school community;
 - Advocate for **STREAM** in the greater community;
 - Communicate concerns/needs of the **STREAM** community to the Director;
 - Represent **STREAM** at SELPA meetings and other meetings as requested by the Director;
 - Maintain frequent and regular communications with families of special needs students;
- The Special Education/Intervention Director will perform other duties as required.

Qualifications

Education and Experience

- Master's degree
- Valid California PPS Credential
- Minimum of three years experience as a special education provider
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body

Knowledge of:

- Local, state and federal laws applying to special education services
- Special education needs and issues
- English learner needs and issues

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals and service providers
- Manage, prioritize, and seek innovative methods for providing special education resources

Skilled in:

- Communicating clearly and effectively in both oral and written language
- Establishing and maintaining positive, respectful relationships with a variety of people
- Understanding and use of current educational technology

DEAN OF STUDENTS

JOB DESCRIPTION

The Dean of Students is responsible for developing and maintaining a positive atmosphere and culture and overseeing special recognition programs at **STREAM**. The Dean of Students' responsibilities include management and oversight of behavioral interventions, programs, and systems. The Dean of Students supports teacher leadership and the model of shared decision making, fosters a culture of positive, engaged learners, serves as a strong advocate for **STREAM's** philosophy, and works with the Director to develop and implement policies.

Responsibilities and Duties

School Atmosphere and Culture Management

- Embody, advocate for, and execute the mission, vision and direction of **STREAM**;
- Monitor and analyze student behavior data and prepare reports;
- Outreach to community and school district about our model and develop support systems;
- Foster teacher leadership and shared decision making;

- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings;
- Ensure regulatory compliance at all governmental levels;
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, California Charter School Association, BCOE, and OCESD;
- Develop and oversee programs to foster a positive school climate and atmosphere;
- In conjunction with staff, develop and implement behavioral intervention policies and a positive behavioral intervention system.

Operations Management/Supervision

- Provide oversight and leadership in developing programs, curriculum, and training in a positive behavioral intervention system;
- Oversee and develop behavioral intervention procedures, methods, and practice;
- Ensure compliance with all applicable laws and regulations including, but not limited to, school discipline;
- Responsible for maintaining discipline records;
- Attend and participate in **STREAM** Board meetings and committee meetings;
- Manage recruitment and selection of playground staff;
- Supervise improvement of behavior interventions by annually reviewing goals and objectives, observing, and conferencing with playground aides, in collaboration with staff, the Director, and representational parent input;
- Supervise playground staff and foster positive, collaborative working relationships.

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners;
- Maintain a visible and accessible presence to the school community;
- Advocate for **STREAM** in the greater community;
- Communicate concerns/needs of the **STREAM** community to the Director;
- Represent **STREAM** at district and county administrative meetings and other meetings as requested by the Director;
- Maintain frequent and regular communications with families;

The Dean of Students will perform other duties as required.

Qualifications

Education and Experience

- Master's degree
- Valid California Teaching Credential
- Minimum of three years teaching experience
- Experience working with inquiry based educational programs
- Experience coaching and developing staff
- Experience working with a culturally and linguistically diverse student body

Knowledge of:

- Local, state and federal laws applying to public schools
- Laws and regulations specific to charter schools
- Special education needs and issues
- English learner needs and issues

- Inquiry based educational programs

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals
- Promote and market the educational program and services of the Charter School

Skilled in:

- Communicating clearly and effectively in both oral and written language
- Establishing and maintaining positive, respectful relationships with a variety of people
- Understanding and use of current educational technology

AFTER SCHOOL PROGRAM COORDINATOR AND INSTRUCTIONAL AIDE

JOB DESCRIPTION

The ASP Coordinator and Instructional Aide will help maintain a nurturing learning environment with a diverse population of students, in keeping with the STREAM mission and vision. S/he provides guidance to the students as a resource of the Charter School and is also responsible for collaborating with classroom teachers to monitor student achievement of academic goals.

Responsibilities and Duties

After-School Program Responsibilities

- Coordinate the ASP and develop programs to support student achievement and safety;
- Monitor student achievement and safety and keep the ASP environment neat and orderly.
- Provide student checkout and communicate with parents of ASP students as needed;

Classroom Responsibilities

- Work with the teacher to support student learning goals and interventions for students;
- Provide supervision to students, under the direction of the classroom teacher;
- Work with students to provide necessary supports for learning and good citizenship.

Leadership Responsibilities

- Play a leadership role in the Charter School, in school-wide planning and management;
- Collaborate with teaching staff on identifying and addressing student learning needs.

Community Responsibilities

- Engage in community outreach, school events, and academic exhibitions;
- Work with staff to develop community-based service learning projects.

Qualifications

Education and Experience

- Bachelor’s Degree (pref.)

Knowledge of:

- Basic mathematical and English skills;
- The developmental, academic, and social-emotional needs of children;
- Program development and an inquiry-based approach to learning;
- CPR and First Aid Certification

Ability to:

- differentiate learning for students with diverse abilities, preferences, and experiences;
- communicate effectively and collaborate with students, staff, parents, and community.

Hours: All school/plan days (190 days). Mon. – Friday from 9:30am to 6pm.

OFFICE MANAGER

JOB DESCRIPTION

Under direction of the **STREAM** Director, the office manager is responsible for supporting the day-to-day operations of the **STREAM** business office and staff.

Responsibilities and Duties

Administrative Support

- Business-office management: oversee and provide local back-office support,
- Independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail, and preparing general correspondence,
- Perform accurate data entry and record maintenance,
- Oversee ordering of supplies and instructional materials, equipment, and services needed in the maintenance of the Charter School,
- Provide first aid and CPR if needed.

Administrative Responsibilities

- Develop and maintain the school calendar and schedules/meetings,
- Under direction of the Director, arrange for advertising, public relation events, and general recruitment,
- Assist with preparation, coordination of enrollment, and orientation materials. Prepare and distribute information packets,
- Arrange for translators and translation of materials, as needed,
- Act as a liaison to parent groups and/or other community organizations.

Accounting Responsibilities

- Work alongside the Director and accounting contractor to manage Accounts Payable,
- Work alongside the Director and accounting contractor to oversee day to day cash flow,
- Maintain records of school finances using accounting software.
- Maintain records of school attendance using attendance management software.

The Office Manager will perform other duties as assigned.

Qualifications

Education and Experience

- Bachelor's degree (preferred)
- Administrative support experience, including office management/clerical

Knowledge of:

- Office practices and procedures
- CPR and First Aid Certification
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Operate standard office machines and computers

Ability to:

- Perform complex data processing skills, including accounting software
- Work independently and as a team member

Skilled in:

- Organization and office management, record keeping, clerical and computer systems
- Communicating effectively in person, by telephone, and in writing
- Relating to school staff, parents, and community partners using tact, patience, and courtesy

RECORDS MANAGER

JOB DESCRIPTION

Under direction of the **STREAM** Director, the records manager is responsible for supporting the day-to-day operations of the **STREAM** school office and staff.

Responsibilities and Duties

Administrative Support

- Front-office management: oversee and provide front-desk coverage and reception,
- Independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail, and preparing general correspondence,
- Perform accurate data entry and attendance and health record maintenance,
- Maintain confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, and parent driver trip information,
- Provide first aid and CPR if needed.

Administrative Responsibilities

- Assist in developing and maintaining the school calendar and schedules/meetings,
- Under direction of the Director, coordinate attendance and health records audits,
- Assist with preparation, coordination of enrollment, and orientation materials,
- Distribute information packets,
- Arrange for translators and translation of materials, as needed,
- Act as a liaison to parent groups and/or other community organizations.

Accounting Responsibilities

- Work alongside the Director and accounting contractor to manage attendance records,
- Work alongside the Director and school nurse to oversee health checks,
- Oversee security of confidential records;
- Maintain records of school attendance using attendance management software.

The Records Manager will perform other duties as assigned.

Qualifications

Education and Experience

- Bachelor's degree (preferred)
- Administrative support experience, including attendance management/clerical

Knowledge of:

- Office practices and procedures
- CPR and First Aid Certification
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Operate standard office machines and computers

Ability to:

- Perform complex data processing skills, including student information system software

- Work independently and as a team member

Skilled in:

- Organization and office management, record keeping, clerical and computer systems
- Communicating effectively in person, by telephone, and in writing
- Relating to school staff, parents, and community partners using tact, patience, and courtesy

TEACHERS

JOB DESCRIPTION

Teachers at **STREAM** are responsible for providing a nurturing classroom learning environment, in keeping with the mission and vision of the Charter School. They provide the day-to-day teaching and guidance to the students and are the primary resources of the Charter School. Teachers are also responsible for collaborating with their colleagues to develop interdisciplinary units of study and to play leadership roles in the Charter School.

Responsibilities and Duties

Classroom Responsibilities

- Plan and deliver thorough, engaging, standards-based lessons consistent with the **STREAM** mission and vision,
- Create comprehensive, cross-disciplinary units and lessons consistent with **STREAM's** educational philosophy and instructional methodology,
- Provide a safe, effective, and nurturing classroom learning environment,
- Use detailed data analysis and assessment tools to inform instructional practices,
- Identify students who are academically at risk and initiate intervention strategies,
- Attend IEP meetings and oversee implementation of additional educational supports as needed,
- Collaborate effectively with special education teachers and supervise classroom parent volunteers,
- Participate in all school-based professional development.

Leadership Responsibilities

- Play a leadership role in the Charter School, in school-wide instructional, assessment and professional development planning and school management,
- Collaborate daily with colleagues on identifying and addressing student learning needs and instructional unit planning,
- Have an open door policy with colleagues to observe and be observed teaching,
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the Charter School,
- Contribute to staff/teacher meetings.

Community Responsibilities

- Meet with parents on a regular basis and hold parent conferences,
- Develop community-based service learning projects,
- Attend and participate in **STREAM** community events.

Qualifications

Education and Experience

- Bachelor's Degree

- Valid California teaching credential
- CLAD Certified
- CPR and First Aid certification
- Teaching experience in a variety of instructional settings, including working with students from diverse populations
- Experience in English Language Development

Knowledge of:

- Federal, State and County standards for the teaching profession
- State Standards
- Developmental, academic and social-emotional needs of all children
- Inclusive education models

Ability to:

- Differentiate learning for students with diverse learning abilities, preferences, and experiences
- Integrate technology in the classroom
- Create cross-disciplinary project-based units
- Develop service learning opportunities connected to instructional goals
- Teach with an inquiry-based approach
- Develop authentic and performance-based assessments of student learning
- Communicate effectively and collaborate with administration, staff, teachers, specialists, and parents
- Understand and analyze educational research and bring that learning into the classroom

Skilled in:

- Developing and maintaining strong relationships with students, families and colleagues
- Designing and implementing research-based, inquiry driven curricula.
- Understanding and use of current educational technology
- Using a variety of assessment tools and data analysis to inform and modify instruction
- Collaborating closely with colleagues
- Creating a positive, safe, nurturing learning environment in the classroom

ELEMENT F: HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.” Education Code Section 47605(b)(5)(F).

Student and Staff Health and Safety Provisions

STREAM follows clear procedures to ensure the health and safety of pupils and staff. **STREAM** has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts. Health and safety policies are annually updated and reviewed by the Director and Board of Directors. These policies are available to all staff and families and will be incorporated into the Charter School’s student and staff handbooks. The following is a summary of the health and safety policies of **STREAM**:

Procedures for Background Checks

Employees and contractors of **STREAM** are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director will monitor compliance with this policy and report to the **STREAM** Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

STREAM employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

STREAM adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing, and scoliosis. **STREAM** adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

STREAM provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

- a description of type 2 diabetes;
- a description of the risk factors and warning signs associated with type 2 diabetes;
- a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes;
- a description of treatments and prevention methods of type 2 diabetes; and
- a description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Blood Borne Pathogens

STREAM meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The **STREAM** Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). If exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

STREAM functions as a drug-, alcohol- and smoke-free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

STREAM is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical

conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. **STREAM** has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and is addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Facility Safety

STREAM complies with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or with the California Building Standards Code. **STREAM** tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Fire, Earthquake, and Evacuation Drills

Students and staff participate in fire drills, as required under Education Code Section 32001, monthly and two earthquake drills and lock-down drills annually.

Emergency Preparedness

STREAM adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. All staff will be trained in emergency preparedness procedures.

CPR Training

All employees are CPR certified.

ELEMENT G: RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(5)(G).

Community Recruitment and Outreach Plan

Objective

STREAM is committed to maintaining a racially and economically diverse student population that is reflective of the general population residing within the District. **STREAM** has a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Oroville area residents are given an opportunity to enroll their children at the Charter School.

Prior to the initial charter term, **STREAM** implemented an aggressive recruitment campaign to ensure the Charter School was fully enrolled prior to our opening. We budgeted for on-going outreach once the Charter School was operational in order to maintain enrollment. **STREAM** has been at capacity, with an extensive wait list, since the first day of operation.

Plan

The recruitment program includes, but is not be limited to:

- The development of promotional materials, such as brochures, flyers, and advertisements;
- Visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Oroville to publicize the Charter School;
- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, farmer’s markets, grocery stores, and shopping centers to promote the Charter School and to meet prospective students and their families;
- Distribution of promotional material to local businesses, libraries, and Oroville family resource centers, such as the African-American Family and Cultural Center and the Hmong Cultural Center;
- Cultivation of a media presence through our Webpage and Facebook page to publicize the school and our instructional program;
- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the Charter School;
- Parent-child “Learning Experiences”, organized to familiarize prospective students and their families with the **STREAM** program.

Targeted Community

Our plan includes ongoing community outreach to provide an educational alternative for any interested families in Oroville. We are committed to serving any child who wishes to attend **STREAM** and our recruitment efforts include Latino, Hmong, African-American, Native American, English Learner, and socio-economically disadvantaged populations.

Outreach Languages

In addition to providing promotional materials in English, Hmong, and Spanish, **STREAM** is open to facilitate presentations and interactions with families in other languages as appropriate.

Achieving Racial and Ethnic Balance

A goal of **STREAM**, through recruitment and admissions practices, is to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of OCESD. **STREAM** will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. School leadership will evaluate this data annually and revise the outreach plan as necessary.

STREAM seeks to serve all the families of Oroville. The local public school demographics include a strong Hmong and Latino population, as well as a high socio-economically disadvantaged population. **STREAM** strives to reach similar ethnic and socioeconomic statistics.

ELEMENT H: ADMISSIONS POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” Education Code Section 47605(b)(5)(H).

Legal Assurances

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

STREAM admits all grade-level eligible students who wish to attend **STREAM**, up to the Charter School’s capacity, in accordance with Education Code Section 47605(d)(2)(A). No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. **STREAM** is a school of choice and, in compliance with Education Code Section 47605(f), no student will be required to attend **STREAM**. Admission, except in the case of a public random drawing, is not determined based on the place of residence of the pupil or of his/her parent or guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. **STREAM** will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child’s age must be presented at the time of enrollment as described in Education Code Section 48002.

Application, Enrollment, Admission, and Registration Process

A goal of **STREAM** is to achieve a student population from the greater Oroville area who understands and values the mission and vision of **STREAM** and is committed to the **STREAM** instructional and operational philosophy.

Application Process

The application process requires the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into the public random drawing, by a specified due date.

Admissions

STREAM shall admit all students who wish to attend the Charter School up to capacity. Student interest forms will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open application period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of pupils who wish to attend **STREAM** exceeds the Charter School’s capacity, attendance shall be determined by a public random drawing (or “lottery”), with the exception of existing students of **STREAM**, who are guaranteed enrollment in the following school year.

Admissions preferences in the case of a public random drawing will be given to the following students in the following order:

1. Siblings of students admitted to or attending **STREAM**
2. Children of **STREAM** employees and members of the Board of Directors
3. Students who are currently enrolled in Bird Street Elementary School and students who reside in the Bird Street Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
4. Children who reside within the boundaries of OCESD
5. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv). Students qualifying for more than one priority group will be considered part of the highest priority for which they qualify.

Application for the lottery begins on the first day of school, following the December/January break and runs through the second Friday in March. Student interest forms are available at the school site, through participation at any Parent Information Meeting, and online. Submitted student interest forms are date and time stamped and student names added to an application roster to track receipt. If by the close of open enrollment, the number of forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the Charter School, upon submission of an enrollment packet. Subsequent student interest forms will be accepted until capacity is reached.

PUBLIC RANDOM DRAWING

Should the number of students applying for **STREAM** admission exceed capacity, a public random drawing will be held to determine admission, per the requirements of Education Code Section 47605(d)(2)(B). Applicant families, and the public, will be notified regarding the date, time, and location of the public lottery, and the rules for the process. The application period for the lottery will begin on the first day of school, following the December/January break and end on the second Friday of March. The drawing will be held on the school grounds on the fourth Saturday of March. Results will be sent to all applicants and follow-up phone calls will be made.

The system agreed upon by OCESD and STREAM is as follows:

Each student is assigned a four-digit number (to retain privacy). Numbers are sequenced by grade level, beginning with kindergarten (0001) through eighth grade (8001). We will only draw for a grade level if there are more applicants than available space.

Parents will be able to check at a table by the door to obtain their child's drawing number.

Students' numbers are written on chips and placed in a tub. They will be drawn out individually and listed in the order of drawing. California law requires that students who reside in the authorizing school district be given a preference during the lottery, so students who live within

OCESD boundaries will have their number written on two chips, while students from outside the District will have their number written on one chip.

We will draw chips by grade level, beginning with kindergarten, in the preference order identified above, and list each student number in the order they are drawn. We will continue to draw numbers until all chips have been drawn.

The number of openings at each grade level will determine the number of students drawn.

When the drawing is complete, and the order of student numbers has been confirmed, staff will begin to notify families regarding enrollment or waiting list placement. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be put on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Families of students who are offered admission will have two weeks in which to return a completed enrollment packet to **STREAM**. Any open space (no returned enrollment forms or a declined offer) will be offered to the next student on the waiting list. That student's family will then have two weeks to return enrollment forms. We will continue to move students from the waiting list to the class list as space is made available.

Enrollment Process

Families of students who are offered admission will have two weeks to confirm their intent to enroll by submitting an enrollment packet. The enrollment packet includes:

- Student Enrollment Form which contains the student's name, address, and other identifying and demographic information, including alternate contact information;
- Proof of Immunization;
- Home Language Survey;
- Individual Learning Plan;
- Emergency Medical Information Form;
- Proof of age;
- Kindergarten and First Grade students require an oral health assessment form and health examination form (physical)

Any families who decline admission or who fail to confirm within the time frame will lose their position on the waiting list. The waiting list will be kept on file at the Charter School and will be valid for the duration of the school year. If a student leaves the Charter School, that space will be offered to the next student on the waiting list.

STREAM may refine the lottery policies and procedures in accordance with written policy adopted by the **STREAM** Board. A copy of the revised policy will be provided to the District within 45 calendar days of the approval by the **STREAM** Board and prior to the open enrollment period.

Efforts to Recruit Low-Achieving and Economically Disadvantaged Students

STREAM is committed to serving academically low-achieving and economically disadvantaged students. We continue to aggressively recruit students from our community.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of **STREAM** is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of **STREAM** are kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit uses generally accepted accounting procedures. The audit is conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The **STREAM** Director, in conjunction with the **STREAM** Board of Directors, shall form an Audit Committee each year for the purpose of overseeing the annual audit. The Audit Committee will hire an independent auditor who has, at a minimum, a CPA, experience in education finance, and is approved by the State Controller on its published list as an educational audit provider is familiar with the Audit Guide for Charter Schools. This auditor will complete an annual audit of **STREAM**’s financial books and records. It will verify the accuracy of **STREAM**’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. At the conclusion of the audit, any exceptions or deficiencies will be reviewed by the Audit Committee and the Charter School’s back office service provider. The Audit Committee will report the findings and recommendations to the **STREAM** Board of Directors. The Board will then report to the District to address how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. **STREAM** will agree to creating a timeline for resolution of audit exceptions and deficiencies. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of **STREAM** is public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at **STREAM**. In creating this policy, **STREAM** has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* **STREAM** is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the **STREAM**’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. **STREAM** staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

STREAM administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the **STREAM** school office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom **STREAM** has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. **STREAM** will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom **STREAM** has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or

- students in fear of harm to that student's or those students' person or property
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (d) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (e) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil

would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (f) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (c) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the school principal or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or **STREAM** employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or **STREAM** personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with **STREAM** officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the

parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If **STREAM** officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial **STREAM** Board of Directors following a hearing before it or upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the **STREAM** governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the **STREAM** Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the **STREAM** disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at **STREAM** to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

STREAM may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by **STREAM** or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. **STREAM** must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, **STREAM** must present evidence that the witness' presence is both desired by the witness and will be helpful to **STREAM**. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with **STREAM**.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

STREAM shall maintain records of all student suspensions and expulsions at **STREAM**. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from **STREAM** as the **STREAM** Board of Director's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. **STREAM** shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from **STREAM** shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to **STREAM** for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon **STREAM's** capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

STREAM shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who **STREAM** or SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed

to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Director, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Director, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the director, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that **STREAM** had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and **STREAM** agree to a change of placement as part of the modification of the behavioral intervention plan.

If the director, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then **STREAM** may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or **STREAM** believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office

of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or **STREAM**, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and **STREAM** agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

STREAM personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated **STREAM**'s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if **STREAM** had knowledge that the student was disabled before the behavior occurred.

STREAM shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to **STREAM** supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other **STREAM** personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If **STREAM** knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If **STREAM** had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. **STREAM** shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by **STREAM** pending the results of the evaluation.

STREAM shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code Section 47605(b)(5)(K).

Retirement

Certificated teachers and administrators are a part of the State Teachers’ Retirement System (“STRS”). Employees accumulate service credit years in the same manner as all other members of STRS. Non-certificated full-time employees will be enrolled in federal social security.

Employees will contribute to their respective retirement systems. **STREAM** will make all employer contributions as required by STRS and federal social security. **STREAM** will contract with the District or County to forward any required payroll deductions and related data. The Director is responsible for ensuring that all required deductions and contributions are made.

STREAM retains the option for its Board of Directors to elect for **STREAM** to participate in another retirement or reciprocal systems in the future, should it find that participation enables the school to attract and retain a high quality staff.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(b)(5)(L).

No student may be required to attend **STREAM**. Children who reside within the school district in which **STREAM** operates who choose not to attend **STREAM** may attend a school within the District according to District policy or at another school district or school within the District through its intra- and inter-district transfer policies. The parent or guardian of each student enrolled in **STREAM** shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in **STREAM**, except to the extent that such a right is extended by the local educational agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at **STREAM**. Employees of OCESD who choose to leave the employment of the District to work at **STREAM** will have no automatic rights of return to the District after employment by **STREAM**, unless specifically granted by the District through a leave of absence or other agreement. **STREAM** employees shall have any right upon leaving the District to work in **STREAM** that the District may specify, any rights of return to employment in a school district after employment in **STREAM** that the District may specify, and any other rights upon leaving employment to work in **STREAM** that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at OCESD or any other school district will not be transferred to **STREAM**. Employment by **STREAM** provides no rights of employment at any other entity, including any rights in the case of closure of **STREAM**, unless otherwise agreed upon in writing by OCESD and **STREAM**.

ELEMENT N: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605(b)(5)(N).

The following provisions are intended to define a mechanism for the resolution of any disputes between **STREAM** and OCESD. With respect to each of these procedures, it is **STREAM’s** intention that all public commentary be withheld pending full resolution.

Disputes between STREAM and the District

STREAM and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. **STREAM** acknowledges the District’s ongoing right to inspect and observe the Charter School under Education Code § 47605, *et seq.* and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between **STREAM** and the District, the staff, employees, and Board members of **STREAM** and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and the Director of **STREAM**. In the event that the Authorizing Entity believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code § 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the Authorizing Entity’s ability to proceed with revocation in accordance with Education Code § 47607 and its implementing regulations.

The Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten (10) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board Members from their respective Boards who shall jointly meet with the Director and Superintendent, or their respective designees, and attempt to resolve the dispute within twenty (20) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Director and Superintendent, or their respective designees, will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session will be developed jointly by the Superintendent and the Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and **STREAM**. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the Authorizing Entity and **STREAM**. The only binding results are those to which both parties agree or those which are issued as rulings by a legal body.

Internal Disputes

STREAM shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. **STREAM** shall also maintain a Uniform Complaint

Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT O: SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(O).

Closure of **STREAM** will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

STREAM will promptly notify parents and students of **STREAM**, OCESD, BCOE, the Charter School’s SELPA, the retirement systems in which **STREAM**’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

STREAM will ensure that the notification to the parents and students of **STREAM** of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close **STREAM**.

STREAM will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, **STREAM** will provide parents, students and OCESD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. §1232g. **STREAM** will ask OCESD to store original records of **STREAM** students. All records of **STREAM** shall be transferred to OCESD upon **STREAM** closure. If OCESD will not or cannot store the records, **STREAM** shall work with BCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, **STREAM** will prepare final financial records. **STREAM** will also have an independent audit completed within six months after closure. **STREAM** will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by **STREAM** and will be provided to OCESD promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or

other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to **STREAM**.

STREAM will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of **STREAM**, all assets of **STREAM**, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending **STREAM**, remain the sole property of **STREAM** and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from OCESD or District property will be promptly returned upon **STREAM**'s closure to OCESD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, **STREAM** shall remain solely responsible for all liabilities arising from the operation of **STREAM**.

As **STREAM** is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of **STREAM**, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix V, **STREAM** will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be utilized by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Financial Plan

STREAM follows a conservative financial plan based on the most current public funding projections. Attached, as Appendix V, please find the following documents:

- Budget narrative
- A projected operating budget;
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

STREAM shall provide reports to OCESD and County Superintendent of Schools as follows, in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year;
- By December 15, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5;
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of **STREAM’s** annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools;
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31;
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Facilities

STREAM occupies a facility that supports the Charter School’s mission, vision and educational program. **STREAM’s** currently uses a facility that is a fully equipped, contiguous school site to successfully and safely operate its program. **STREAM** is located within the boundaries of OCESD at: 455 E Oro Dam Blvd East, Oroville, CA 95695.

Our facility is approximately 15,000 square feet and includes 9 classrooms, office space, multi-purpose room, restrooms, and learning center. We also have hard and soft surface playgrounds.

District Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. The operating budget reflects the 1% allocation towards the Authorizing Entity.

Insurance

STREAM maintains its own full insurance coverage, including benefits to employees of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School’s insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

Potential Civil Liability Effects

STREAM is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section

501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. **STREAM** works diligently to assist the District in meeting any oversight obligations under the law, including reporting or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District have entered into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance and Board Members and Officers insurance to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population.

The Charter School Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services

STREAM provide or procures its own administrative services, including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development. When appropriate, **STREAM** contracts with appropriately qualified and/or credentialed outside providers to provide services as necessary. We currently use EdTec, a business and development company specializing in charter schools, as our back-office support. EdTec is a vendor member of the California Charter Schools Association, of which **STREAM** is a member. These administrative services include, but are not limited to, the following: accounting and payroll management, accounts payable, cash flow management, securing and managing loans, attendance, developing best practices for school safety and other school procedures.

Contracts

Back Office Services

As previously mentioned, **STREAM** contracts with EdTec for back office services.

Administrative Services

The Office Manager, Records Manager, and Director work directly with EdTec to coordinate and manage services to the Charter School, including, but not limited to: accounting and payroll

management, accounts payable, cash flow management, securing and managing loans, attendance, developing best practices for school safety and other school procedures.

Back Office Expertise

EdTec is a business and development company that specializes in charter school back office management. EdTec is a vendor member of the California Charter Schools Association, of which **STREAM** is a member.

The **STREAM** Director has 18 years of experience as a school administrator.

The **STREAM** Office Manager has been trained by the Director and the back office support provider and has five years of experience as an office manager.

The **STREAM** Records Manager has been trained by the Director and the back office support provider and has four years of experience as a records manager.

Process for Consultant and Contracts

The following process describes the process **STREAM** uses to obtain goods or services from vendors:

Approved Vendor List

A vendor who desires to be placed on the **STREAM** approved vendor list will notify the Charter School, in writing, and request to be placed on an approved vendor's list. This letter should contain at least the following information: business name, address, telephone and fax number, email address, contact person, business ownership certification (i.e. minority, women, or disabled veteran owned), and a description of product(s) and/or service(s) offered.

Statement of Work

Sometimes a vendor may expend considerable time and money presenting a product to **STREAM** in the hopes of making a sale. The purchase may eventually be made by competitive bid and the expense of designs, demonstrations, and layouts does not guarantee a vendor an order. Statements of Work and specifications prepared by **STREAM** are carefully reviewed to eliminate undue restrictions that may unnecessarily stifle competition. The purchase will eventually be made from the lowest responsible bidder meeting the objective scope of work and specifications.

A consultant who assists **STREAM** in the preparation of bid documents shall not be allowed to bid on the project they helped prepare. This would constitute a conflict of interest under Government Code Section 1090 and, therefore, make any contractual agreement null and void.

Basis for Award

It is **STREAM's** desire to develop maximum competition for all purchases and to make awards based on the lowest responsible and responsive bid received. Lowest responsible bidder means the lowest bidder who offers best responses in quality, fitness, and capacity to the requirements of the proposed work or usage. Such factors as delivery time, quality, compatibility, references, experience, parts and service, freight costs, etc., play an important part in awarding a purchase order to the lowest responsible bidder. A responsive bid/proposal is one that conforms to the

requirements of the statement of work, specifications, solicitation, instructions, and **STREAM's** contractual terms and conditions. This also includes such things as completeness of the quotation and bid forms, inclusion of references, and attachments and completion of required responses.

Conflict of Interest

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which s/he knows or has reason to know will have a reasonable foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

CONCLUSION

By approving this charter renewal, OCESD will fulfill the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with choices in education and following the directive of law to encourage the creation of charter schools. STREAM will continue to work independently, yet cooperatively, with OCESD to establish the highest bar for what a charter school should be. To this end, STREAM pledges to continue to cooperate with OCESD to answer concerns over this document and to present the District with the strongest possible document to request a five year term of renewal of the charter from July 1, 2019 - June 30, 2024.

