

**School Accountability Report Card  
Reported for School Year 2020-2021  
*Published During 2021***

<b>School Information</b>	
<b>School Name</b>	STEM <sup>3</sup> Academy Orange County (OC)
<b>STEM<sup>3</sup> Director</b>	Martha Jimenez
<b>Street</b>	17861 Von Karman Avenue
<b>City, State, Zip</b>	Irvine, CA 92614
<b>Phone Number</b>	310.437.5808
<b>Fax Number</b>	818.623.6387
<b>Website</b>	<a href="http://www.stem3academy.org">www.stem3academy.org</a>
<b>CDS Code</b>	30103066158414

**SCHOOL DESCRIPTION**

STEM<sup>3</sup> Academy OC offers rigorous elementary, middle, and secondary school programs to students of average to above average cognitive ability with social and learning differences, including Autism Spectrum Disorder, ADHD, and specific learning disabilities. This STEM-focused school offers classes in the core subjects of math, history, English and science as well as in computer programming, robotics, engineering and design, a second language, PE, and art. STEM<sup>3</sup> Academy OC offers college preparatory classes that meet University of California and California State University requirements. The school is certified as a nonpublic school by the California State Department of Education. STEM<sup>3</sup> Academy OC follows the Common Core State Standards and uses textbooks that have been adopted by the State of California.

In order to improve student success and the ability to engage productively with others, essential thinking skills such as problem-solving, critical thinking, collaboration and persistence are embedded in the curriculum as well as taught in a dedicated class. We organize a variety of events and field trips to supplement student education, broaden their cultural experience, as well as support their independence. Students participate in a

For bright, curious, technology-driven K–12th grade students with social and/or learning differences



outside the box: students, learning, results

variety of competitions and challenges including Lego Robotics, Northrup Grumman High School Engineering Week, Raytheon Engineering Challenge, and Mathematical Association of America challenges. Trips to JPL, the City of Hope, SpaceX, California Science Center, Aquarium of the Pacific, The Discovery Center, and local business and industry also enlarge their understanding of college and career possibilities. A variety of experts and professionals in cybersecurity, astronomy, data analytics, and other specialized areas routinely visit the school to teach workshops and seminars.

STEM<sup>3</sup> Academy OC is a STEM-focused school for engaged, interested and motivated students who have a passion for the sciences and technology, but who have opportunities to excel at a high level in the arts and humanities too. The goal of the school is to support the strengths of the students, in whatever field they may be, and provide opportunities for them to turn those strengths and passions into excellences.

STEM<sup>3</sup> Academy OC has an Advisory Board comprising leaders in industry and commerce who collaborate with School Administration as well as Senior Administration in The Help Group to guide the direction and evolution of the school.

### **MISSION STATEMENT**

The first school of its kind, STEM<sup>3</sup> Academy provides a robust Science, Technology, Engineering and Mathematics (STEM) based curriculum to students with high-functioning autism spectrum disorder, ADHD, and other social and learning differences. The goal of the school is to change the outcomes for this population so that they can be successful in college and career and stand side by side with their neuro-typical peers.

### **STUDENT PROFILE**

The profile of a student attending STEM<sup>3</sup> Academy OC is a child of average to above average intelligence who may have a nascent skill or interest in a STEM area, yet has demonstrated difficulties due to ASD, ADHD, or other social and learning differences. Their prior school experience traditionally resulted in failure, frustration, and low self-esteem. It is our hope, with the appropriate school supports, to re-engage our students so they can reach their full potential.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

## DEMOGRAPHIC INFORMATION

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 7	
Grade 1		Grade 8	
Grade 2	1	Grade 9	3
Grade 3		Grade 10	1
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	2	<b>Total Enrollment</b>	<b>7</b>

### *Student Enrollment by Group*

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	4 (57%)
Asian	1 (14%)		
American Indian or Alaska Native		Students with Disabilities	
Filipino			
Hispanic or Latino	2 (29%)		
Pacific Islander			

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

outside the box: students, learning, results

## *Average Class Size and Class Size Distribution*

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

Grade Level	Avg. Class Size	2020–2021		
		Number of Classrooms		
		1-20	21-32	33+
K-5	4			
6-8	4			
9-12	8			

## **SCHOOL CLIMATE**

### *School Safety Plan*

STEM<sup>3</sup> Academy OC makes every effort to provide a safe environment for learning. Students participate in emergency drills held on a monthly basis for earthquake and fire preparedness. All staff receive mandatory yearly training regarding Child-Abuse Reporting, Sexual Harassment, and Blood-Borne Pathogens. The Safety Committee meets monthly to discuss concerns and correct safety issues. Earthquake supplies are available on site. Staff members practice emergency drills and are assigned to stations such as triage, search and rescue, and first aid. The front gate is kept closed and there is a guard who attends it. Staff vehicles are assigned numbered spaces and visitors are guided to the front office where they fill out a form regarding their identity and purpose at the school and are supplied with a badge. All staff are identified by a photo-ID badge. Teachers are aware of emergency lock-down procedures and procedures for requesting immediate assistance.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences



outside the box: students, learning, results

## **SCHOOL-BASED BEHAVIOR MANAGEMENT SYSTEM**

### *Philosophy*

STEM<sup>3</sup> Academy OC believes that children show the most growth in their academic and social development when they are provided with a safe, structured, and consistent learning environment. The most effective method to achieve this goal is to provide students with a consistent set of rules and behavioral expectations, focusing on the positive, while still addressing problematic and challenging behaviors within a nurturing community environment. When students are consistently reinforced for their efforts and positive behaviors they are more likely to experience increased self-esteem, improved social behaviors, and academic success.

School-wide Positive Behavior Intervention and Support (SWPBIS) nurtures a culture of discipline based on positive behavior interventions. Positive behavior interventions are systems approaches to create individualized behavior supports needed for the social, emotional, and academic success of our students. Research indicates that effective discipline systems focus on positive and proactive (rather than reactive) strategies and solutions to prevent disciplinary issues.

There are a variety of different levels of expectations within the school community that outline global behavioral targets, as well as more specific expectations at the class level, as well as the individual level, on an as needed basis.

School-wide expectations include everything from general expectations about behavior, to more specific policies about dress-code and phone use etc. Different plans are in place to help support students who are struggling with specific aspects of the expectations, as well as rewards that can be earned. These plans will include: teaching school rules/expectations, fostering social-emotional learning, reinforcing appropriate student behaviors, using positive and effective classroom management strategies, and nurturing supportive peer relationships.

Continuous evaluations and monitoring will ensure that these interventions and supports are being carried out in a fair, non-discriminatory, and culturally responsive way.

### *Rationale*

Students at STEM<sup>3</sup> Academy OC are provided with appropriate behavior interventions and supports that ensure they have access to their education, as protected under state and federal law.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

## *Behavior Management Plan*

The following includes requirements with regard to behavioral supports for students with IEPs, as outlined by the U.S. Department of Education:

1. IDEA requires IEP teams to consider the use of behavioral interventions and supports for student with disabilities whose behavior interferes with their learning or the learning of others.
2. When a student displays inappropriate behavior, this may indicate that behavioral supports should be included in the student's IEP; this is especially true when the student displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the student from instruction.
3. If a student displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the student. In these situations, the IEP team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.
4. IDEA requires that needed behavioral supports in the IEP, whether provided as special education or related services be based on peer-reviewed research to the extent possible. The supports chosen should be individualized to the student's needs.
5. In addition to behavioral supports for student with disabilities, it may also be necessary, and consistent with IDEA requirements, to provide supports for school personnel and training on the use of behavioral interventions and supports in order to appropriately address the behavioral needs of a particular student.
6. While providing individualized behavioral supports to students with disabilities who need them through the IEP process is required as part of IDEA, research has shown that these supports are typically most effective when they are delivered within a school-wide evidence-based multi- tiered behavioral framework that provides all student with clear expectations. This aligns with STEM<sup>3</sup> Academy's School-Wide Positive Behavior Intervention and Supports (SW-PBIS) policy.
7. Parents have the right to request an IEP team meeting at any time.
8. Parents may want to request an IEP team meeting following disciplinary removal or changes in the student's behavior that impede the student's

For bright, curious, technology-driven K-12th grade students with social and/or learning differences



learning or that of others, as these likely indicate that the IEP may not be properly addressing the student's behavioral needs or is not being properly implemented.

9. In the event of a behavior emergency, STEM<sup>3</sup> Academy will follow procedures under *EC* §56521.1 and *EC* §56521.2. In addition, if necessary, the clinical team, who are CPI trained, will be called to assist in any situation.

At the discretion of the teacher, teaching assistant, or other administrator, one or more of the following consequences may be issued following a behavior violation:

- *Warning.* A notice to the student that the student has violated a behavior standard and that continuation of misconduct may result in a more severe consequence.
- *Detention (limited basis).* Time spent in class or other designated area, most often during lunch. For more serious or multiple offenses, detention may be assigned before or after school. In these cases, parents will be responsible for transporting the student to or from school.

At the discretion of the administrator, one or more of the following consequences may be issued following a behavior violation.

- *Parent Conference.* Parents may be notified of the student's behavior violation. Parents may be asked to collaborate with the school in giving consequence and/or in creating a plan to eliminate further infractions. Conferences may be on the phone or in person, depending on the gravity of the offense.
- *Weekly Progress Reports.* Weekly reports on day-to-day behavior and academic performance in each class. Weekly reports are e-mailed to parents, administration, and (when applicable) the student's therapist. Used for on-going or wide-spread behavior or academic problems.
- *Work Service.* Students may be assigned work appropriate to the violation including, but not limited to: campus beautification, reading/research assignment, reflective paper.
- *Loss of privileges.* Loss of privilege may include, but is not limited to: seeking or holding an elected student office, use of computer, driving to school, participation in athletics, and participation in social functions.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

## outside the box: students, learning, results

- *Suspension.* Temporary separation of the student from campus for a specified period of time. Conditions may be placed on a student's return to the classroom/campus. In cases of home suspension, a parent will attend a reentry meeting upon the student's return to school.
- *Restitution.* In cases of damage, vandalism, littering, or theft of school property payment for repair or replacement of damaged property.
- *Think Sheet.* A reflective paper speaking to one's behavior and corrective actions going forward.

A record of infractions and assigned consequences will be maintained via incident reports. Failure to comply with the terms of any consequence may result in further disciplinary actions.

Furthermore, habitual violations of behavior standards may result in re-evaluation of the appropriateness of STEM<sup>3</sup> Academy as the best placement for that student.

When appropriate, a student's therapist may be informed of the rule violation so that the behavior can be dealt with in a therapeutic manner and preventative self-monitoring can be practiced. Where no therapist is on-site, the administration will work with the student to institute preventative measures of monitoring behavior.

### *Bullying and Cyber-bullying*

STEM<sup>3</sup> Academy OC has a zero-tolerance policy for bullying, and we are proactive in regularly holding seminars and workshops regarding teasing and bullying. This academic year (2020-2021) saw the implementation of the well-renown Olweus program at our STEM<sup>3</sup> Academy (Valley Glen) school. It is our intention to offer this same training for STEM<sup>3</sup> Academy OC during the 2021-2022 academic year. Our staff have been (or will be) trained in the Olweus philosophy, framework, and protocols to reduce incidents of bullying on campus. We collected data from our students using the Olweus Bullying Questionnaire (OBQ)—and that information helped guide us in implementing an effective, positive school-wide program.

All students receive instruction in the principles of good digital citizenship and in how to protect themselves from bullying and manipulation online. STEM<sup>3</sup> Academy OC is a tech friendly campus on which students are encouraged to use technology positively and creatively. The guiding principle, however, is that technology should be used on campus for educational purposes and for positive ends, and there are consequences for using technology to harass or undermine.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences





outside the box: students, learning, results

## **GUIDELINES FOR STUDENT SUSPENSIONS**

**Policy** Situations may arise that require a response to student misconduct. Suspension will be utilized when other means of correction have not worked to bring about change to the behavior and/or when safety is compromised. Before suspension, STEM<sup>3</sup> Academy will implement the School-Wide Positive Behavior Intervention and Supports (SW-PBIS) that are age appropriate and designed in a tiered manner.

**Guidelines** Suspension: Removal of a student from ongoing instruction for adjustment purposes. A student may be suspended from one class or all classes and still remain in school during the period of suspension as a Recoupment Opportunity if the student is appropriately supervised and instructed.

School Administrators, whenever possible, will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. STEM<sup>3</sup> Academy will monitor student behavior with the use of regularly updated discipline records, provide data driven interventions to continually improve student behavior, and develop solutions and strategies to effectively address student behavior.

Alternatives to Suspension: Responses that are age appropriate and designed to address and correct the student's specific misconduct and that provide the student with an opportunity to learn the skills necessary to avoid recurrence of misconduct.

1. The principal must ensure that expectations of student behavior and discipline policies are communicated to staff, parents, and students at the beginning of each school year and to all newly enrolled students and their parents at the time of enrollment in the school.

2. It is the responsibility of school administrators to develop procedures for implementing alternatives to suspension at their school sites, including any and all interventions. Pursuant to E.C. Section 48911.2 (a), schools with out-of-school suspension numbers that exceed 30% of their enrollment from the previous school year shall consider implementing alternatives to suspension.

3. Before imposing a suspension, including in-school suspension, for student misconduct, the administrator will consider on-site remedial measures, resources, and interventions that address the needs of the student.

4. Prior to issuing a suspension, a discipline referral must be created and parents and districts must be notified.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

**Grounds for Suspension**

A pupil shall not be suspended from school or recommended for expulsion unless the principal of the school determines that the pupil has:

**California Education Code Section 48900 et seq.**

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (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 Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (grades 4-12). (suspension only).
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (s) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

For bright, curious, technology-driven K-12th grade students with social and/or learning differences



outside the box: students, learning, results

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. [48900(w)]

Note: STEM<sup>3</sup> Academy policy prohibits suspension be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. 48900 (k)(1).

#### Legal Authorization for Suspensions

A. The California Education Code permits administrators to suspend a student if it is determined that the student committed any act(s) listed under E.C. Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915. Offenses described in E.C. Section 48915 (c)(1) through (c)(5) require immediate notification to law enforcement and immediate suspension from school if it is determined that the student had committed the act at school or at a school activity off school grounds. Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to sexual harassment (E.C. Section 48900.2), an act of hate violence (E.C. Section 48900.3), threats and intimidation against district personnel or pupils (E.C. Section 48900.7), or disruption of school-wide activities [E.C. Section 48900 (k)(1)].

B. Suspension of a student from school shall be employed only if the offense is related to school activity or school attendance. These offenses may occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off campus; or during, or while going to or coming from, a school-sponsored activity.

C. For all students, a single suspension may not be issued for more than five (5) consecutive school days.

D. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

## Procedures for Suspensions

After it is determined that the student's infraction(s) warrant a suspension, the following procedures will take place:

- 1) Parents and district will be notified of the infraction and suspension by conference, phone, and letter that specifically communicates the length of suspension, how the administrator determined the suspension was warranted, and the date of the re-entry meeting.
- 2) An Incident Report will be filed that details the infraction/incident, the time and date, actions taken by the staff/administration, follow up restitution required by the student, and follow up actions needed before the student can be readmitted into STEM<sup>3</sup> Academy.
- 3) If a BER is required, an amendment IEP will be convened to discuss the need to implement a BSP.
- 4) Upon completion of the suspension, a re-entry meeting must be convened with the parent(s), the student, clinical, and administration. During the re-entry meeting, follow up restitution (community service, behavior reflection sheet, etc.) by the student will be decided upon as a requirement for re-admittance.

## SCHOOL FACILITIES

### *School facility conditions and Improvements*

STEM<sup>3</sup> Academy OC maintains a clean, safe physical plant. School facilities are cleaned daily. Repairs are made in a timely manner. There is a maintenance person on site to provide immediate assistance to staff and students. There is an on-going schedule of touch-up and repainting to ensure upkeep of the facility. The school receives annual inspections and clearances from the Health and Fire Departments.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		

For bright, curious, technology-driven K-12th grade students with social and/or learning differences

outside the box: students, learning, results

<b>Structural Damage</b>	✓		
<b>Fire Safety</b>	✓		
<b>Electrical (interior and exterior)</b>	✓		
<b>Pest/Vermin Infestation</b>	✓		
<b>Drinking Fountains (inside and outside)</b>	✓		
<b>Restrooms</b>	✓		
<b>Sewer</b>	✓		
<b>Playground/School Grounds</b>	✓		

## **TEACHERS**

### *Teacher Credentials*

For 2020-2021, all STEM<sup>3</sup> Academy teachers hold a full California Teacher Commission credential authorizing service for our student population

### *Substitute Teacher Availability*

Instructional aides who have passed the CBEST and have the appropriate California substitute credentials cover teachers when they are absent. This system ensures familiarity and continuity for our students and causes the least disruption.

### *Teacher Evaluation Process*

Teachers and instructional aides are formally evaluated once a year by the Director and Principal. In addition, administrators conduct informal observations and classroom visits several times a year. Teachers receive feedback and suggestions regarding implementation of lessons, behavior management, and addressing learning styles.

### *Designated Instructional Services Providers and Other Support Staff*

<b>Title</b>	<b>Number Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Therapists</b>	1	
<b>Occupational Therapy</b>	1	---
<b>Speech/Language/Hearing Specialist</b>	1	---

For bright, curious, technology-driven K-12th grade students with social and/or learning differences





outside the box: students, learning, results

### *Professional Development*

Minimum days are scheduled once every month for staff development. In the 2020-2021 school year, the following topics will be addressed during teacher-training workshops at STEM<sup>3</sup> Academy OC:

- 21st Century Skills Training
- Restorative Justice Training
- Neurosequential Model for Education (NME)
- Executive Functioning
- Assessments and Learner Outcomes (WASC-focused)
- Differentiated Instruction
- Project Based Learning
- Curriculum and Technology
- College Board training

## **CURRICULUM AND INSTRUCTIONAL MATERIALS**

STEM<sup>3</sup> Academy OC offer a rigorous core curriculum that meets or exceeds the California state standards. In addition to the core academic subjects of math, science, social studies and English Language Arts, the school offers Engineering and Design, Arts & Design, Computer Programming and Spanish from the elementary grades. Physical Education is offered at all grade levels. The elementary program at STEM<sup>3</sup> Academy OC includes grades K through 5 and is self-contained, with students working with the same teacher for academic subjects, or having content experts push in for classes such as computer programming and Spanish. The middle and upper school programs at STEM<sup>3</sup> Academy are departmentalized. The curricular requirements of classes in grades 9-12 follow the criteria specified by the funding district. In addition to the minimum courses required for high school graduation, STEM<sup>3</sup> Academy offers Advanced Placement classes in Calculus AB/BC, Computer Science A and Computer Science Principles, World History, US History, Environmental Science, Chemistry, Biology, Physics, English Language and Literature, and Spanish. STEM<sup>3</sup> Academy courses have been approved by the University of California as meeting the A-G requirements.

Mastery of content and access to curriculum are ensured through alternative assessment and accommodations in testing, curriculum, and presentation. Textbooks and curriculum materials are selected from the instructional resources reviewed and adopted by the California State Board of Education and district approved textbooks list. In order to ensure that textbooks meet Common Core standards, we purchase the California editions of textbooks when available.

For bright, curious, technology-driven K-12th grade students with social and/or learning differences

**LIST OF SUBJECT AREA COURSES BY GRADE LEVEL**

Grade 2–5: English, Mathematics, Science, Social Studies, Computers, Engineering and Design, PE, Health, Art

Grade 6: English, Mathematics, Earth Science, Computer Science, Engineering and Design, PE, Ancient History, Health, Art

Grade 7: English, Pre-Algebra, Physical Science, Computer Science, Engineering and Design, PE, World History, Spanish, Health

Grade 8: English, Algebra 1, Biological Science, Computer Science, Engineering and Design, PE, US History, Spanish

Grade 9: English, Algebra 1, Geometry, Biology, Computer Science, CAD, PE, Health, Spanish 1, Spanish 2, Habits for Success

Grade 10: English, Geometry, Pre-Calculus, Chemistry, AP World History, PE, Spanish 2

Grade 11: English, Pre-Calculus, AP Calculus AB, Physics, AP US History, AP Computer Science

Grade 12: English, AP English, AP Calculus BC, AP Statistics, AP Environmental Science, Government, AP Computer Science B, Independent Project, Habits for Success

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%

For bright, curious, technology-driven K–12th grade students with social and/or learning differences



outside the box: students, learning, results

### **TECHNOLOGY RESOURCES**

STEM<sup>3</sup> Academy OC believes that their computer laboratories, science laboratories, and Innovation labs utilize the latest technology and equipment. It is expected that STEM<sup>3</sup> Academy students be able to fully use the technology that is currently available in order to afford them the opportunity to become productive and independent participants in work, classroom and leisure settings. STEM<sup>3</sup> Academy OC equips our students with high-quality student laptops so they can engage the curriculum. Elementary students have access to iPads and age/grade-appropriate robotic platforms. In addition, all classrooms are equipped with one or more computers and interactive white boards.

STEM<sup>3</sup> Academy OC has purchased site licenses for the following programs:

- **Adobe** software empowers students to express ideas using the same design and production tools used by creative professionals worldwide. At STEM<sup>3</sup> Academy OC we encourage our students to express themselves through digital content which can serve as a foundation for many careers. STEM<sup>3</sup> Academy OC also plans to offer certifications in Adobe which prepares students for careers in graphic design, animation, motion graphics, web design, web development, architecture and more.
- **SOLIDWORKS** is an engineering grade 3D CAD Design Software which has many applications in designing, prototyping, and custom making objects. STEM<sup>3</sup> Academy teaches a class in CAD during which student's custom design a variety of objects and then have the opportunity to print them out on the school's 3D printers or machine them on the school's CNC mill.
- **IXL**
- **Kami Google classroom**
- **Seesaw**
- **BrainPop**
- **Go Noodle**

### **EXTRACURRICULAR ACTIVITIES**

STEM<sup>3</sup> Academy OC offers many opportunities to support extracurricular activities on and off the campus during the school year. This is done to add enrichment and experiential opportunities that are not covered in the core curriculum. These activities promote self-worth, independence and the ability to generalize appropriate social skills within a mainstream environment.

On Campus Activities:

- Student Interest Clubs
- Student Government
- Internships

For bright, curious, technology-driven K-12th grade students with social and/or learning differences



outside the box: students, learning, results

- Awards Ceremonies
- Art and Design
- Digital Arts
- Computer Science
- Robotics
- Afterschool Classes (digital arts; game design; character development; web design)

Off Campus Activities:

- Educational Field Trips (Raytheon, Northrop Grumman, CalTech, Space X)
- Odyssey of the Mind Competition
- Opportunities for local transportation use
- Overnight Field Trips
- Art Exhibits of Student Work – Thomas Grey Gallery, Bergemont Station, Art Festival

### **CAREER PREPARATION AND VOCATIONAL TRAINING**

All STEM<sup>3</sup> Academy OC students complete an interest inventory and a teacher-initiated interview as part of their IEP process. During this interview the results of the inventory are discussed as well as student strengths as related to their interests.

STEM<sup>3</sup> Academy OC offers the following career preparation classes and internship opportunities for students: Career Pathways Classes, 21st Century Skills guidance, On- and Off-Campus Internships, and Individual Transition Plans. STEM<sup>3</sup> Academy also has an active mentorship program whereby professionals in a variety of commercial and industrial roles come to the school to guide and mentor students, both individually and in groups.

Our school has a college/transition counselor who works with all high school students and their families to help them make a smooth transition between high school and post – graduation studies and vocations. College tours, presentations from vocational schools, colleges and universities and outside services such as Regional Center and the Department of Mental Health are offered through the school year. Field trips are scheduled to college fairs, vocational institutions, and local community colleges and local universities.

For bright, curious, technology-driven K–12th grade students with social and/or learning differences

outside the box: students, learning, results

## ***Instructional Minutes***

This table displays a comparison of the number of instructional minutes offered at the school.

Grade Level	Instructional Minutes per year
1	50,400
2	50,400
3	50,400
4	54,000
5	54,000
6	54,000
7	54,000
8	54,000
9	64,800
10	64,800
11	64,800
12	64,800

## **Instructional Days**

This table displays a comparison of the number of instructional days offered at the school compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

For bright, curious, technology-driven K–12th grade students with social and/or learning differences