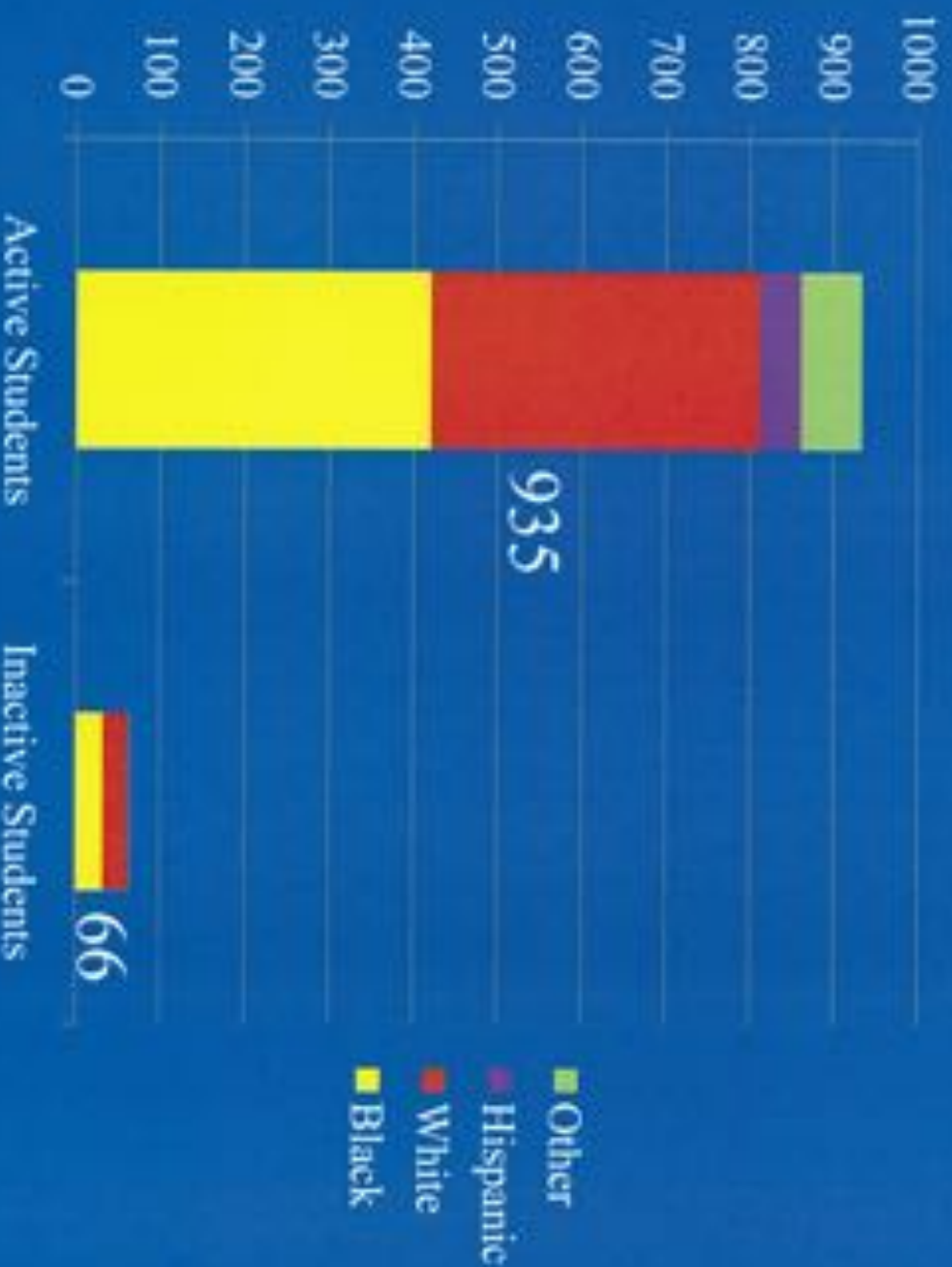


**eStem Additional Information as
Requested by ADE
March 31, 2016**

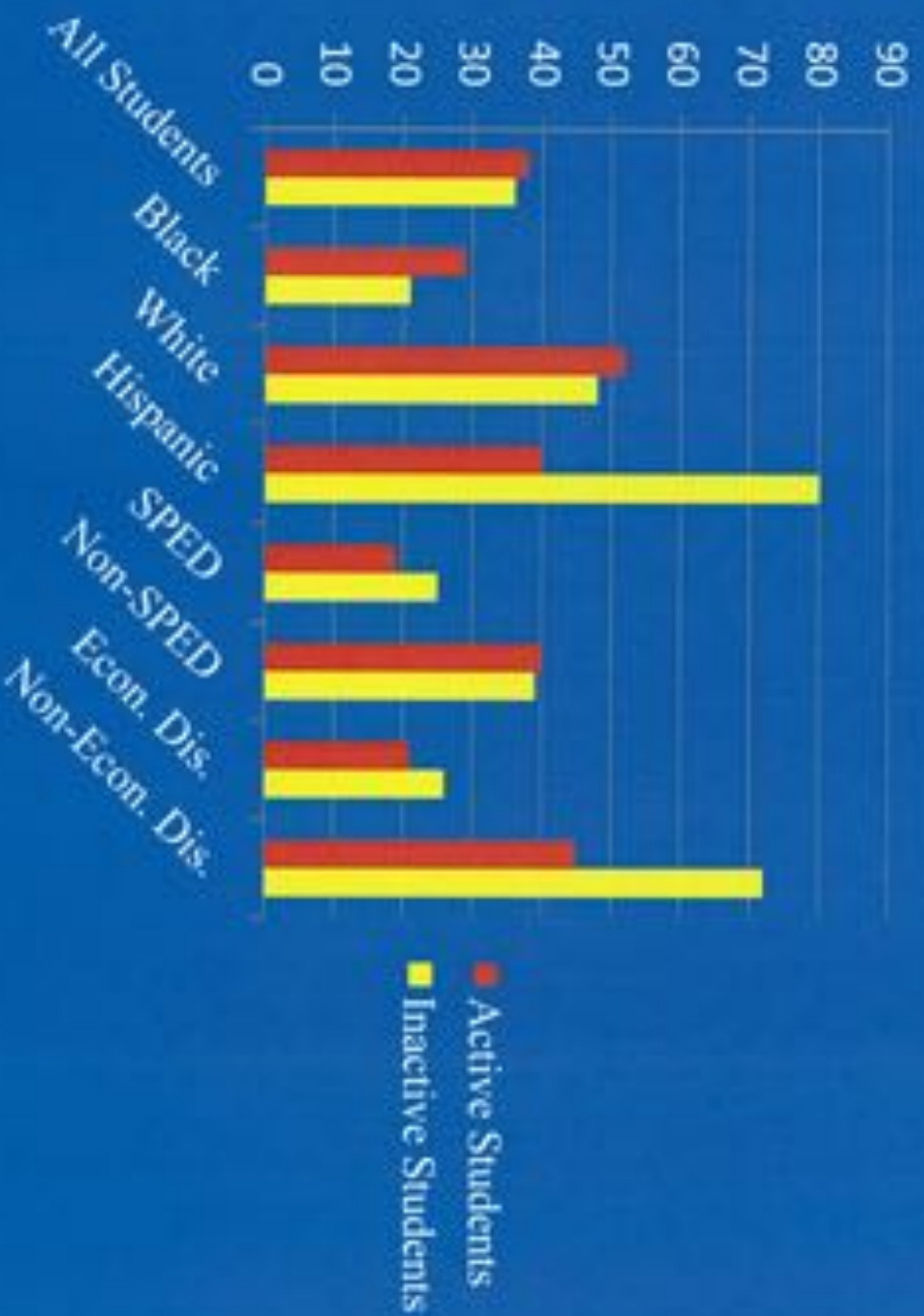
eStem

PUBLIC CHARTER SCHOOLS

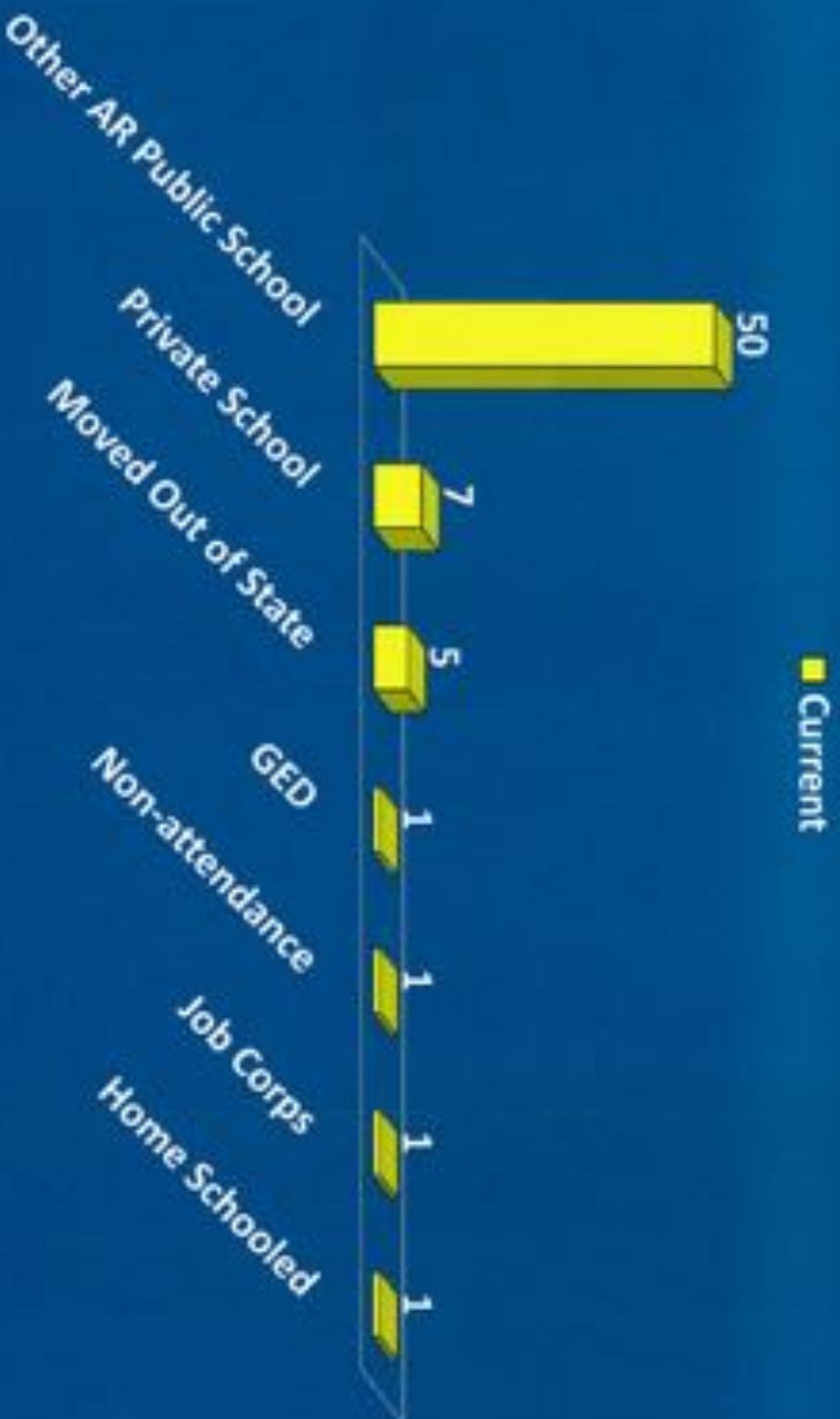
of Students with PARCC Data
2015-2016 Active Students vs. Inactive Students



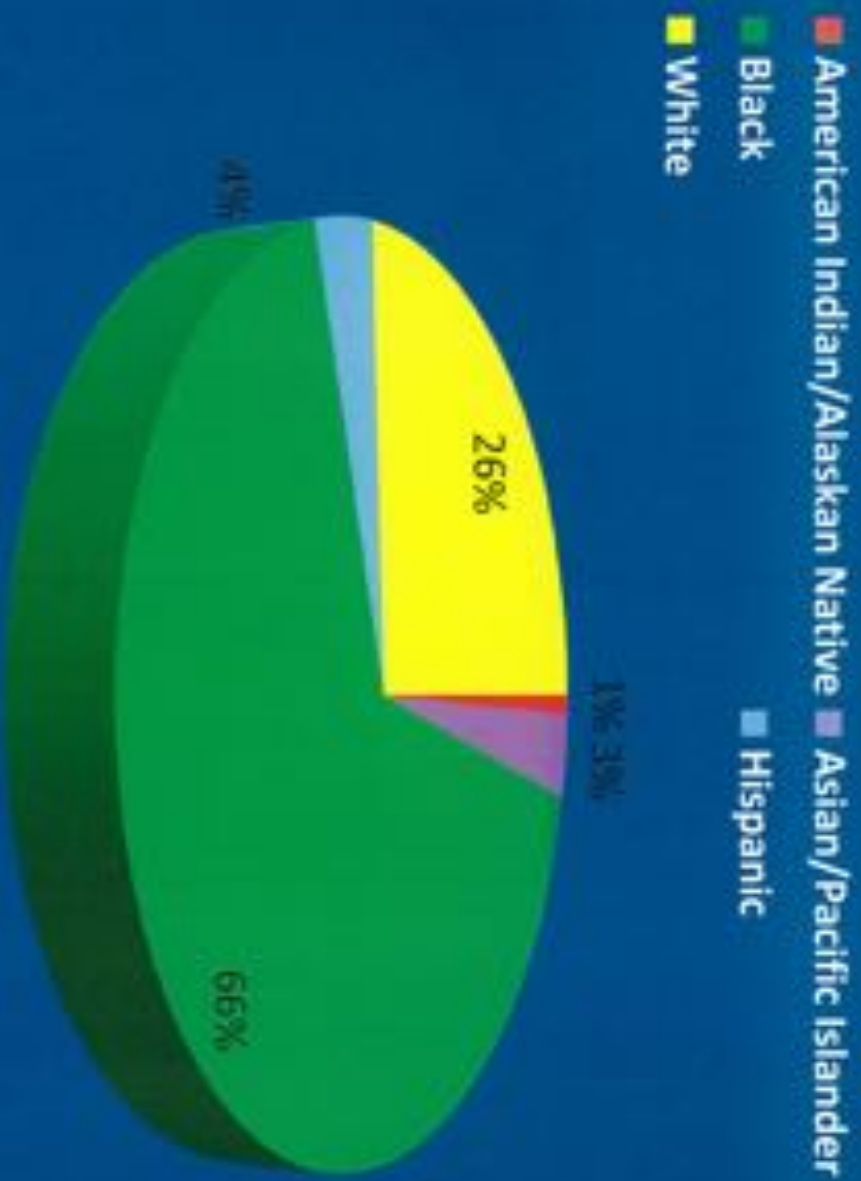
PARCC Achievement Data for Student Subgroups
% of Students Scoring 4/5



15-16 Inactive Students Withdrawal Code



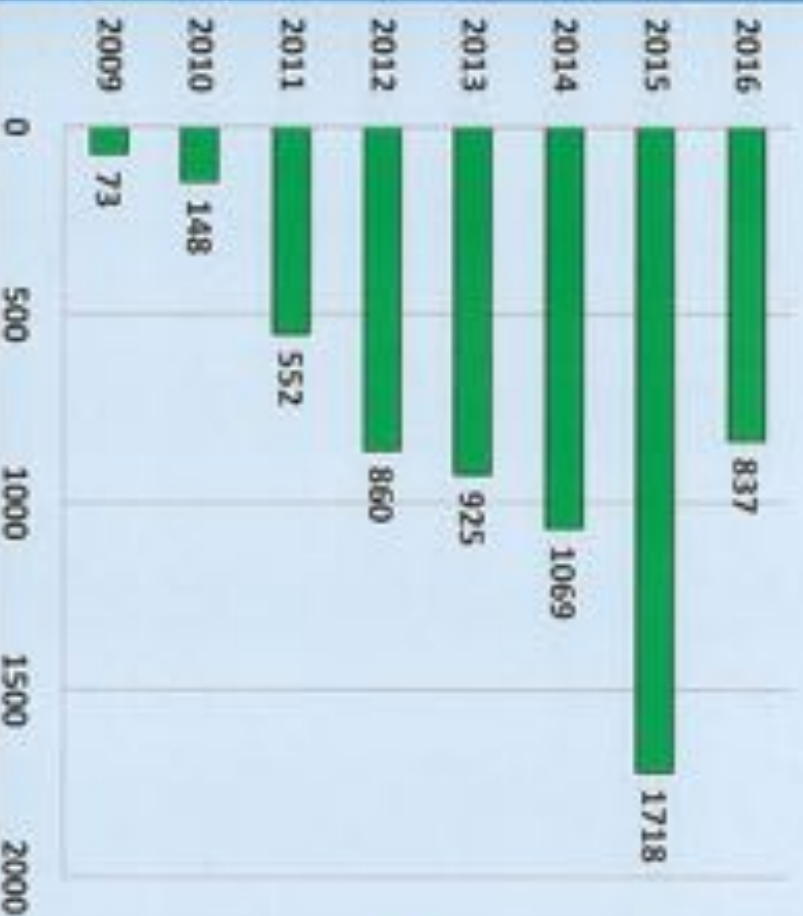
eStem Wait List Demographics Total 6,182



Per Pupil Expenditure



eStem Wait List by Calendar Year of Application



■ Number on Wait List – Total 6,182
As of March 28, 2016

eStem Public Charter Schools, Inc. Wait List

Twice yearly the Director of Admissions communicates via email with all families on the list (including prior to the running of the lotteries) to ensure that parents want their child to remain in the lottery pool. Rarely has anyone asked to be removed; however the request is obliged.

At no time has a seat been offered to someone on the list where they've stated they didn't know they were still on the list, they failed to respond, or they turned the seat down due to lack of interest. Generally, the only time a seat is turned down is when a family does not want to move the child during the school year, not all children were selected in the lottery, or the family chooses another seat at another charter, magnet, or specialty school and never enrolls at eStem.

eStem Public Charter Schools, Inc. Admissions/Lottery Process

Admissions Process:

The first step to the admissions process is the online application. Parents or guardians interested in their child/children attending an eStem school must first go to the eStem Public Charter School website at www.estemlr.net and complete the online student application. Potential applicants without internet access may come to the school for computer use.

In the case that no seats are available at the time of application, all applicants to eStem Elementary, eStem Middle, and eStem High Charter schools will be placed on the eStem Public Charter Schools, Inc. waiting list. A random anonymous lottery is done once a year the first week in March where each child on the list is given a computer generated random number. Based on the number the child receives determines if they are offered a seat for the upcoming school year. If the child is not offered a seat throughout the school year they will continue to go into the lottery and receive a new number each year until they are offered a seat. Once a child is offered a seat they are eligible to attend eStem until graduation.

Lottery Process:

The lottery process involves multiple steps with separate individuals working independently on each step so as to ensure the anonymity of all applicants. Each application is received by the Director of Admissions who enters the applications into a spreadsheet. At the conclusion of the open enrollment period the first initial, last initial and date of birth of each applicant is electronically sent to the Charter Management Office where the Chief Financial Officer issues a random number to each applicant via Microsoft Excel. Numbers are then sorted and returned to the Director of Admissions.

The admissions/lottery process has been random since 2008. For the past two years, representatives from the ADE Charter Office have been on-site to observe the lottery process.

Enrollment Preferences:

eStem Public Charter Schools allow preferences for the following categories:

- Children of the founding members of the eStem Charter Schools
- Siblings of students currently enrolled in eStem Charter Schools

eStem Public Charter schools may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title.

If a child attends an eStem school for any period of time, withdraws and wishes to return he or she must go through the admissions process again.

eStem Public Charter Schools, Inc. prohibits discrimination in admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

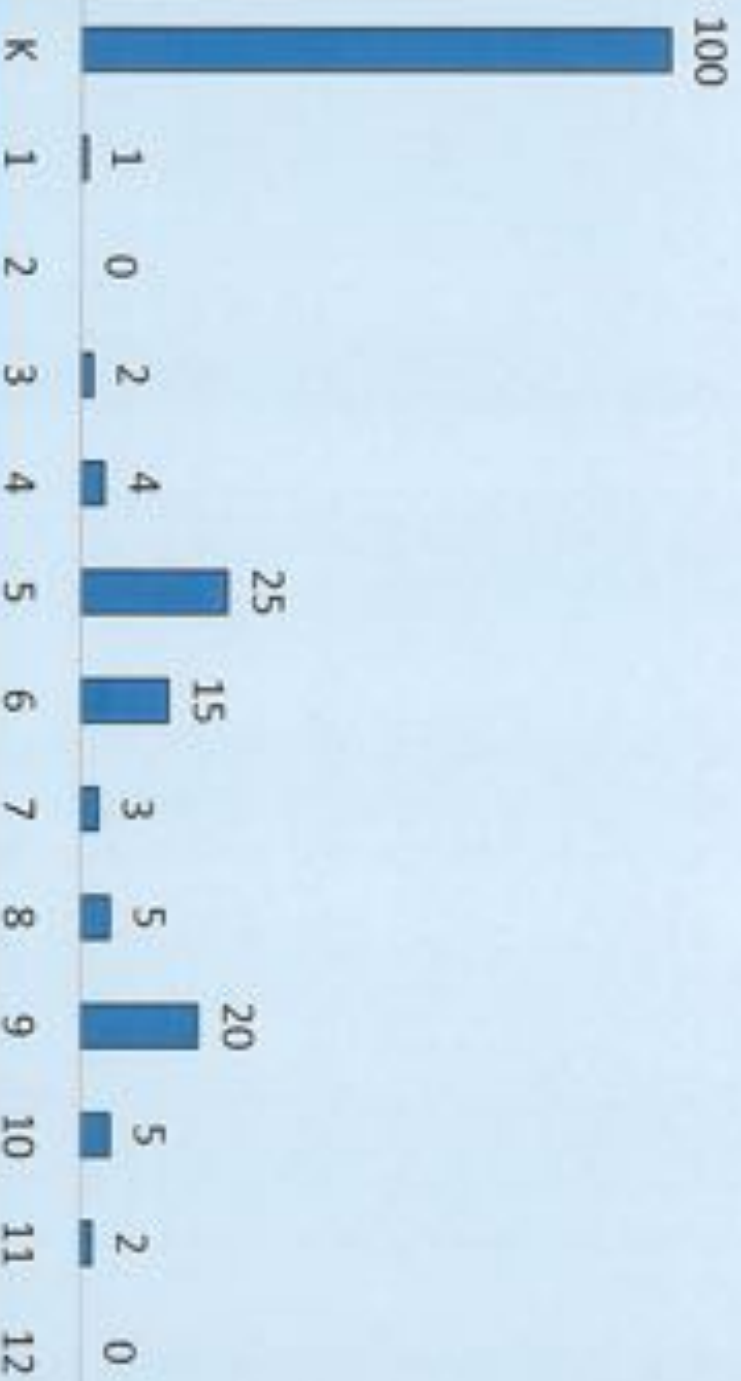
Seats Offered vs. Seats Accepted

Seats offered are emails that went out to 182 parents letting them know their child is being offered a seat pending the paperwork being returned by Wednesday, April 8th.

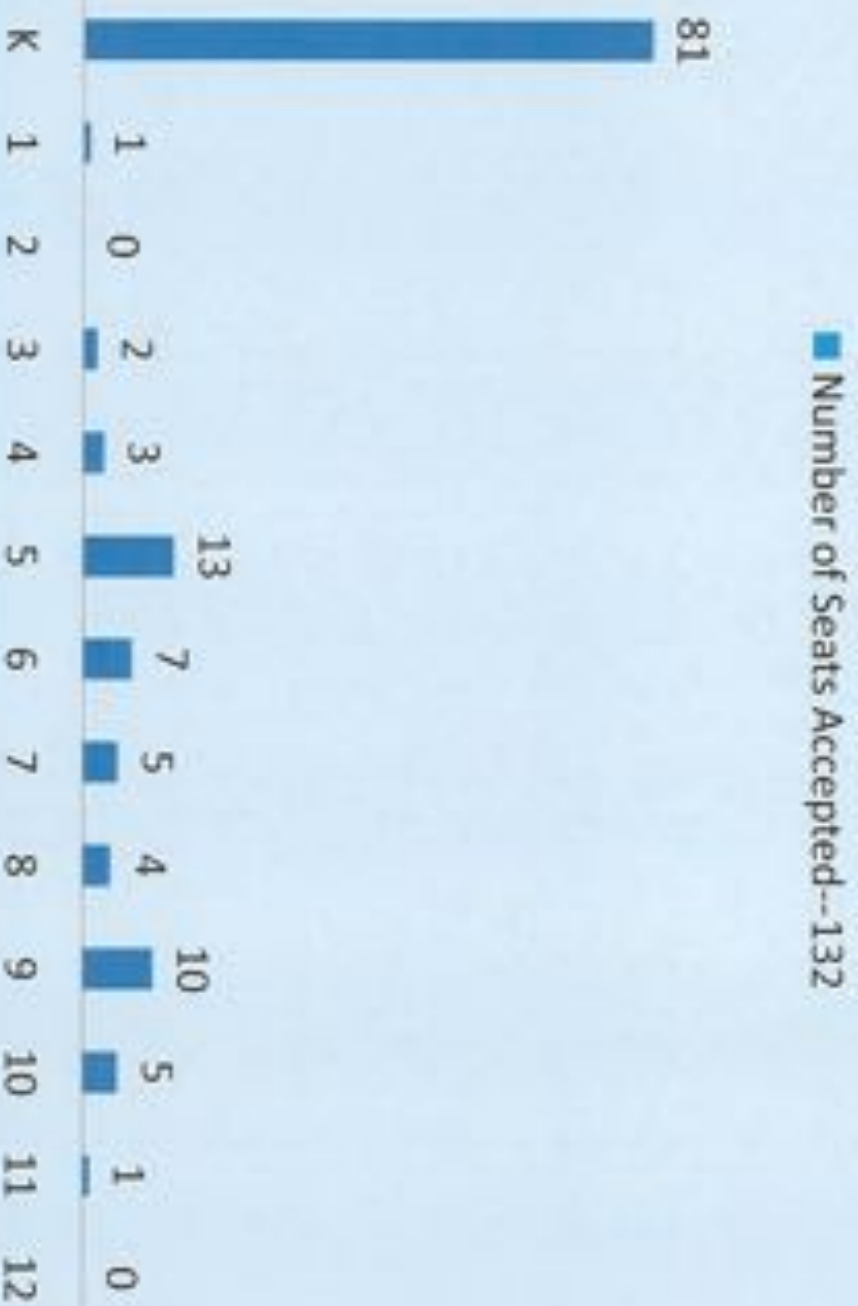
Seats accepted means that the parent has returned all paperwork necessary to fill the seat offered. The child is now enrolled for the 2016-2017 school year.

eStem Lottery Results by Grade for 16-17

■ Number of Seats Offered--182



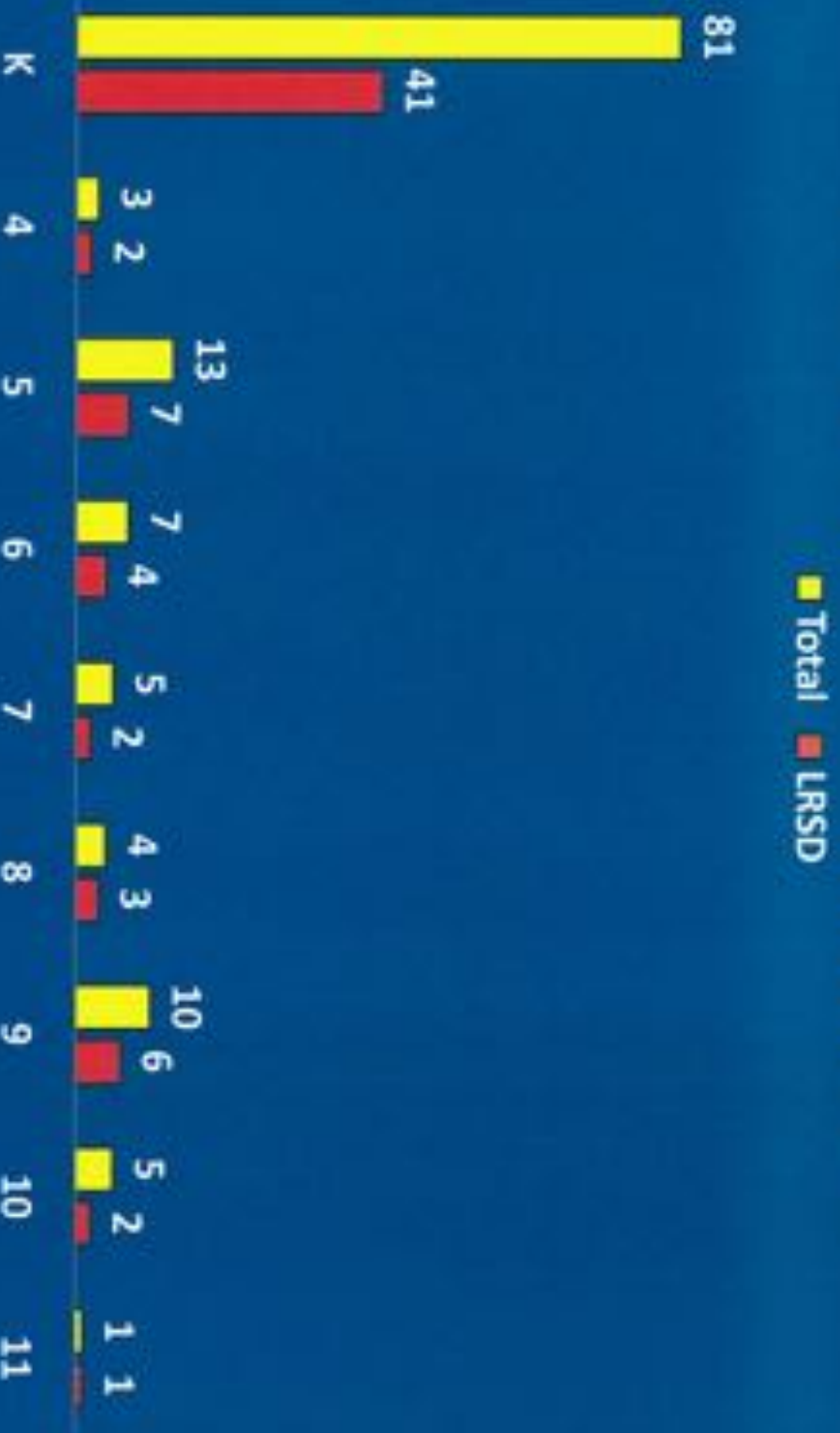
eStem Lottery Results by Grade for 16-17



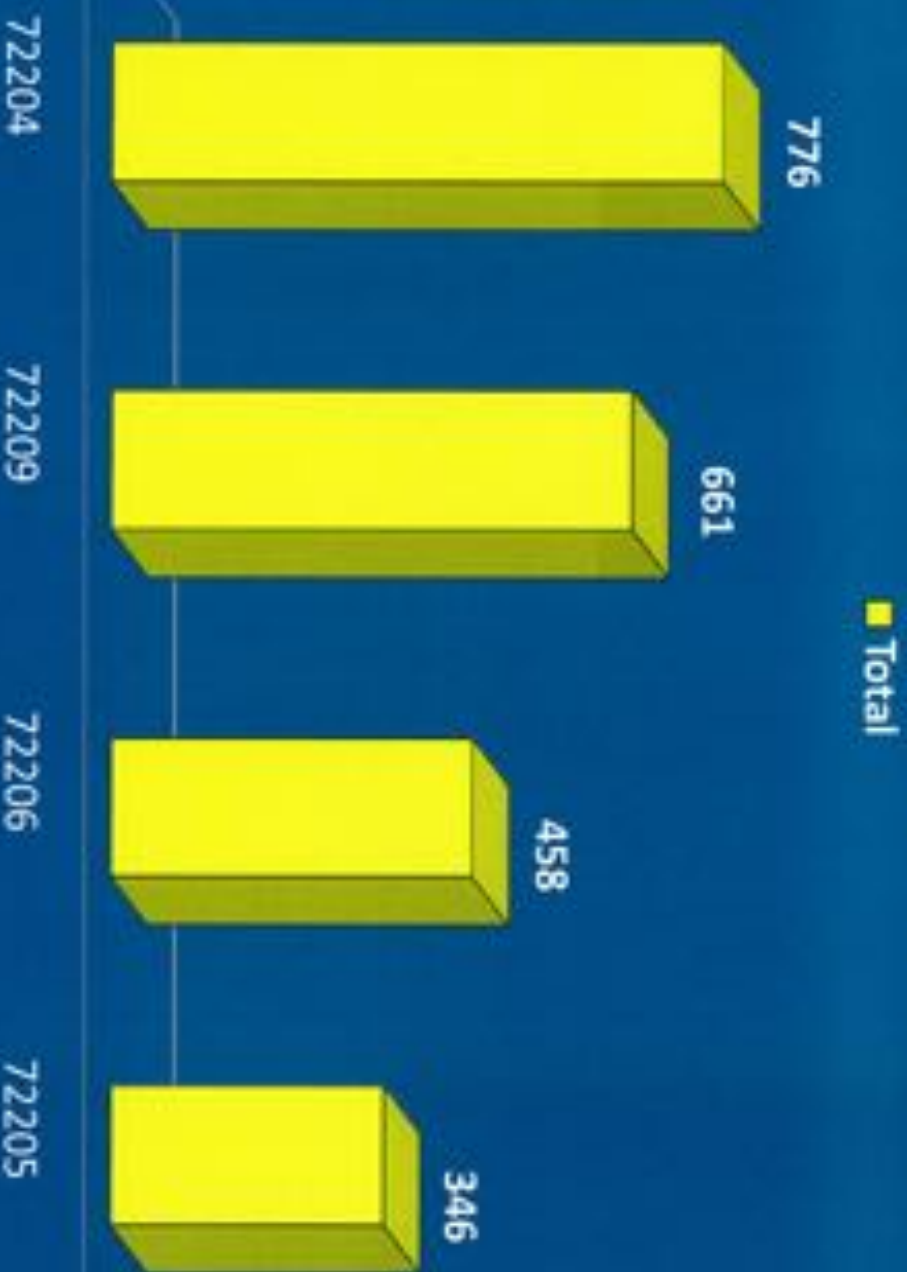
eStem Accepted Seats by Race/Grade
16-17



eStem Accepted Seats from LRSD Zone 16-17



eStem Wait List by Zip Code in Selected Area



eStem Elementary & Middle School Classroom Discipline Policy 2015-2016

When negative behaviors occur, our discipline policy is as follows:

- Step 1: Redirection
- Step 2: Lunch Detention
- Step 3: Early Morning Detention
- Step 4: Saturday School
- Step 5: Trinity Meeting
- Step 6: Out of School Suspension

Step 1 – Redirect Student Behavior

When negative behavior occurs, the teacher will give the redirect the student to correct the behavior before any following consequences will occur.

Step 2 – Lunch Detention

If the negative behavior continues, the teacher will issue a lunch detention to the student. During lunch detention, your child will call to communicate that he or she is attending lunch detention and why.

Step 3 – Early Morning Detention

After attending lunch detention, if the behavior continues, the student will then be issued an early morning detention for the following morning. Early morning detention will be from 7:00-7:40 a.m., and **the teacher will contact the parent with more information regarding the incident.** Students **MUST** arrive on time, report to the specified location prior to 7:00 a.m., and will be provided with work to complete during this time. When you arrive, please enter through the Louisiana Street door, and Mrs. Scott will be there to supervise. If tardy for early morning detention, the student will be required to attend the following morning. If absent for early morning detention, the student will be required to attend Saturday school.

Step 4 – Saturday School

If the behavior continues after an early morning detention, the student will attend Saturday School. Saturday school will be from 8:00 a.m. to 12 noon. Saturday School may be given immediately at any time (regardless of the steps) for serious behavior incidents (i.e. disrespect to teacher). Students **MUST** arrive on time, report to the specified location prior to 8:00 a.m., and will be provided work to complete during this time. If tardy for Saturday school, the student will be required to attend the next Saturday school is held. If absent for Saturday school, the student will receive an out of school suspension.

Step 5 – Trinity Meeting

If the negative behavior continues after attending Saturday School, the teacher will contact the parent to schedule a trinity meeting with an administrator to discuss further action if the behavior does not stop.

Step 6 – Out of School Suspension

If the behavior continues after all steps have been exhausted, the student will receive an out of school suspension from an administrator. A mandatory reentry conference must be held prior to the student's return to the classroom.

The expectations for Lunch Detention, Morning Detention, and Saturday School are listed below. If your child does not adhere to these expectations, you will be notified and further consequences will be given.

During these times, there will not be:

- Talking, drawing, or other distracting behavior
- Disrespect to the supervising adult
- Eating
- Sleeping, or resting of head on the desk
- Use of personal listening and/or electronic devices (i.e. cell phones, iPods, video games or cassette/CD player)

*****In the event that a student's behavior warrants an immediate referral to the Dean's office, one or all of these disciplinary actions may be omitted.**

eStem K-4 Behavior Plan

My teacher will set a timer for me. When it goes off, I will think about the choices I made.

Good Choices	Bad Choices

If I made good choices, I will get a point. If I made bad choices, I will not.
At the end of the day, I will count my points.

If I get 10 points >>>>>>> I get a reward at home, such as
If I get less than 10 points >>>>>> I will have a consequence at home, such as

My parents and I will decide together what reward or consequence I should have each day.

I promise to help (Student) make good choices by helping him fill out his behavior plan, and signing it each day. I will give him points when he does a good job and make sure his parents know how his day was.

Teacher Signature

Date

Teacher Signature

Date

I promise to help (Student) make good choices by checking his behavior plan each afternoon. If he gets 10 or more points, I will give him a reward. If he gets less than 10, I will make sure he has a consequence. I will sign his behavior plan each day and send it back to school the next day.

Parent Signature

Date

I promise to try to make good choices. I will fill out my behavior plan each day and show it to my parents so they can give me rewards or consequences.

(Student) Signature

Date

(Student)'s Behavior Plan for (Insert Grade Level) Grade

Directions: Your teachers will let you know when it is time for you to check your plan. You will find the correct classroom teacher and put a check mark by each task that you were supposed to do. Your teachers will write how many points you earned and initial it so that your parents can view it each night.

Time	Did I stay in my seat?	Was I quiet?	Did I do all of my work?	Did I let other kids work?	How many points did I earn? <small>Teachers Place Your Point Total & Initials Here</small>
TOTAL POINTS:					

Teacher's Initials _____

Comments _____

Parent Signature _____

eStem Trinity Meeting Check Points

A Trinity Meeting can occur at any time but will always occur immediately following a Saturday School.

STEP 1: Obtain a Trinity Meeting Parent/Conference form & begin reviewing student's behaviors.

STEP 2: Create a contract

- Include what the school will do to help student/parents (possible options below):
 - Data Collection for Causation (A.B.C. worksheet)
 - Observations
 - Implementation of appropriate Behavior Management Plan
 - RTI referral
 - Visit with the counselor
- Parent's Responsibility
- Student's Responsibility

STEP 3: Determine student's probationary status (effective – include date or not in effect.)

STEP 4: Inform parent(s) & students about all possible outcomes if negative behavior continues including but not limited to detention, suspension and/or immediate removal from eStem PCS.

Immediate Removal Check Points

STEP 1: Investigate all components of the Trinity Meeting Contract. If it is found that all steps were reasonably followed, continue to Step 2. If steps were skipped erroneously, then Removal may not be an option.

STEP 2: Collect all documentation including parent conference forms, discipline referrals, disciplinary summaries and witness statements.

STEP 3: Brief the Director & provide written Recommendation for Removal.

STEP 4: Director will contact parent via phone then follow up with an email about the school's decision. **Include the Read Receipt.** Timing for students with an IEP or 504 plan will be determined according to federal law.

STEP 5: Include steps for the Appeal Process in the email.

Appeal Process:

If a parent would like to appeal the administration's decision for an immediate removal, he/she must do so in writing to the Director within 48 regular hours. If eStem does not receive a written appeal within the allotted time frame, the student will be dropped from the system the following business day.

eStem Elementary School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

8 African American (54%) 1 African American students with multiple suspensions (1 Male)

5 Caucasian (46%) 0 Caucasian students with multiple suspensions

Total Suspensions: 13 **Total Students Suspended: 12**

Total Male Students: 9 Total Female Students: 3

Total Economically Disadvantaged Students: 5

Total SPED Students: 0 Total ELL Students: 0

Saturday Alternative School

12 African American (57%) 3 African American students with multiple SAS's (3 Males)

9 Caucasian (43%) 3 Caucasian students with multiple SAS's (1 Males/2 Females)

Total Saturday Schools: 21 **Total Students who served Saturday School: 15**

Total Male Students: 12 Total Female Students: 3

Total Economically Disadvantaged Students: 6

Total SPED Students: 0 Total ELL Students: 0

eStem Middle School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

24 African American (92%) 1 African American students with multiple suspensions (1 Male)

1 Caucasian (8%) 0 Caucasian students with multiple suspensions

Total Suspensions: 25 Total Students Suspended: 24

Total Male Students: 16 Total Female Students: 8

Total Economically Disadvantaged Students: 16

Total SPED Students: 5 Total ELL Students: 0

Saturday Alternative School

25 African American (71%) 8 African American students with multiple SAS's (6 Males/2 Females)

5 Caucasian (43%) 0 Caucasian students with multiple SAS's

Total Saturday Schools: 35 Total Students who served Saturday School: 27

Total Male Students: 12 Total Female Students: 15

Total Economically Disadvantaged Students: 2

Total SPED Students: 3 Total ELL Students: 2



2015-2016 eStem Elementary & Middle Public Charter School Student Handbook

Sign one for each child that attends eStem K-8

Behavior

eStem schools hold high expectations for student performance and behavior. Students are expected to show respect for fellow students, staff members, volunteers and members of the community with whom they have contact during the school day and at school events. Students are expected to take responsibility for their own behavior and for working towards their academic goal. Students will be held accountable for their behavior as defined in the Learning Compact. Repeated violations of the Learning Compact could result in removal from school. All rules will be strictly enforced.

Behavior - Offenses

Student behavioral offenses are categorized based on the severity of the action.

- **Category I Offenses:** Failure to comply with faculty or administrative directives; failure to comply with academic and dress codes; excessive tardiness.

Minimum consequence for Category I could include a Parent Conference.

Maximum Consequence for Category I could include Saturday Alternative School (SAS) or suspension for repeated violations.

- **Category II Offenses:** Disruption of the classroom; defacement of school property or the property belonging to another person; insubordination; emotional abuse of others, including teasing and bullying; vulgar or profane language; inappropriate physical contact; sexual, racial, or religious harassment; plagiarism or cheating; truancy or skipping class; petty theft; repeated violations of cell phone or other electronic devices during school hours; possession of tobacco products.

Minimum Consequence for Category II is Saturday Alternative School (SAS) or suspension.

Maximum Consequences for Category II could result in probationary status with suspension, removal, or expulsion.

- **Category III Offenses:** Theft; destruction of private property; destruction of school property; possession, use or distribution of drugs, including alcohol; vandalism of school property; possession of a weapon; performance of any act leading to the endangerment of

others; tampering with any safety device on school property; physical or sexual assault; communication of threats; repeated violations of Category I or II offenses.

The consequence for a Category III offense is automatic expulsion.

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eStem High School Discipline Report Summary

July 15, 2015 – March 28, 2016

Suspensions

29 African American (72%) 5 African American students with multiple suspensions (3 Female/2 Male)

11 Caucasian (28%) 3 Caucasian students with multiple suspensions (2 Females/1 Male)

Total Suspensions: 40 Total Students Suspended: 32

Total Male Students: 16 Total Female Students: 16

Total Economically Disadvantaged Students: 15

Total SPED Students: 3 Total ELL Students: 0

Saturday Alternative School

47 African American (68%) 7 African American students with multiple SAS's (3 Females/4 Males)

21 Caucasian (30%) 2 Caucasian students with multiple SAS's (2 Males)

3 Other Race (4%) 1 Hispanic student with multiple SAS's (1 Female)

Total Saturday Schools: 71 Total Students who served Saturday School: 61

Total Male Students: 34 Total Female Students: 27

Total Economically Disadvantaged Students: 29

Total SPED Students: 5 Total ELL Students: 0



2015-2016 eStem High Public Charter School Student Handbook

Sign one for each child that attends eStem High

Behavior

eStem schools hold high expectations for student performance and behavior. Students are expected to show respect for fellow students, staff members, volunteers and members of the community with whom they have contact during the school day and at school events. Students are expected to take responsibility for their own behavior and for working towards their academic goal. Students will be held accountable for their behavior as defined in the Learning Compact. Repeated violations of the Learning Compact could result in removal from school. All rules will be strictly enforced.

Behavior - Offenses

Student behavioral offenses are categorized based on the severity of the action.

- **Category I Offenses:** Failure to comply with faculty or administrative directives; failure to comply with academic and dress codes; excessive tardiness.

Minimum consequence for Category I could include a Parent Conference.

Maximum Consequence for Category I could include Saturday Alternative School (SAS) or suspension for repeated violations.

- **Category II Offenses:** Disruption of the classroom; defacement of school property or the property belonging to another person; insubordination; emotional abuse of others, including teasing and bullying; vulgar or profane language; inappropriate physical contact; sexual, racial, or religious harassment; plagiarism or cheating; truancy or skipping class; petty theft; repeated violations of cell phone or other electronic devices during school hours; possession of tobacco products.

Minimum Consequence for Category II is Saturday Alternative School (SAS) or suspension.

Maximum Consequences for Category II could result in probationary status with suspension, removal, or expulsion.


- **Category III Offenses:** Theft; destruction of private property; destruction of school property; possession, use or distribution of drugs, including alcohol; vandalism of school property; possession of a weapon; performance of any act leading to the endangerment of

others; tampering with any safety device on school property; physical or sexual assault; communication of threats; repeated violations of Category I or II offenses.

The consequence for a Category III offense is automatic expulsion.

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	A	B	C	D
1	eStem High School on UALR Campus			
2				
3	UALR Building	eStem Grade	Year	Total
4				
5	Larson	10-11	17-18	300
6	Ross	12		150
7				
8	Larson	10-11	18-19	325
9	Ross	12	18-19	150
10				
11	Larson	10	19-20	275
12	Education	11	19-20	175
13	Ross	12	19-20	150
14				
15	Larson	10	20-21	275
16	Education	11	20-21	275
17	Ross	12	20-21	175
18				
19	Larson	10	21-22	275
20	Education	11	21-22	275
21	Ross	12	21-22	275
22				
23	Larson	10	22-23	300
24	Education	11	22-23	275
25	Ross	12	22-23	275
26				
27	Larson	10	23-24	325
28	Education	11	23-24	300
29	Ross	12	23-24	275
30				
31	Larson	10	24-25	375
32	Education	11	24-25	325
33	Ross	12	24-25	300
34				
35	Larson	10	25-26	375
36	Education	11	25-26	375
37	Ross	12	25-26	325
38				
39	Larson	10	26-27	375
40	Education	11	26-27	375
41	Ross	12	26-27	375

eStem High School on UALR Campus Security Measures

eStem High School and UALR Police Department will partner to provide security and law enforcement for all eStem students at any time while they are on the UALR campus.

Pedestrian access to the school will be via a designated pedestrian pathway from the parking lot to the high school buildings. Uniformed officers will be positioned at key locations to assist students crossing all roadways.

All parking lots are equipped with overhead lighting and emergency phones. eStem monitors will be stationed in parking lots during arrival and dismissal times. UALR campus police also provide shuttle service to parking lots if needed.

eStem students will be required to wear student identification badges at all times that are clearly visible and easily identifiable from the UALR student identification badge. All eStem High School buildings on the UALR campus used exclusively by eStem faculty and students will have a card access system installed. These buildings can only be accessed by eStem faculty and staff and UALR campus police. In shared buildings eStem faculty and students will be assigned to separate floors that can only be accessed by eStem faculty and staff and UALR campus police.

Additionally, security cameras will be installed in all buildings and on those designated floors that can be monitored by both eStem security officers and UALR campus police. eStem security officers will be in each building throughout the day.

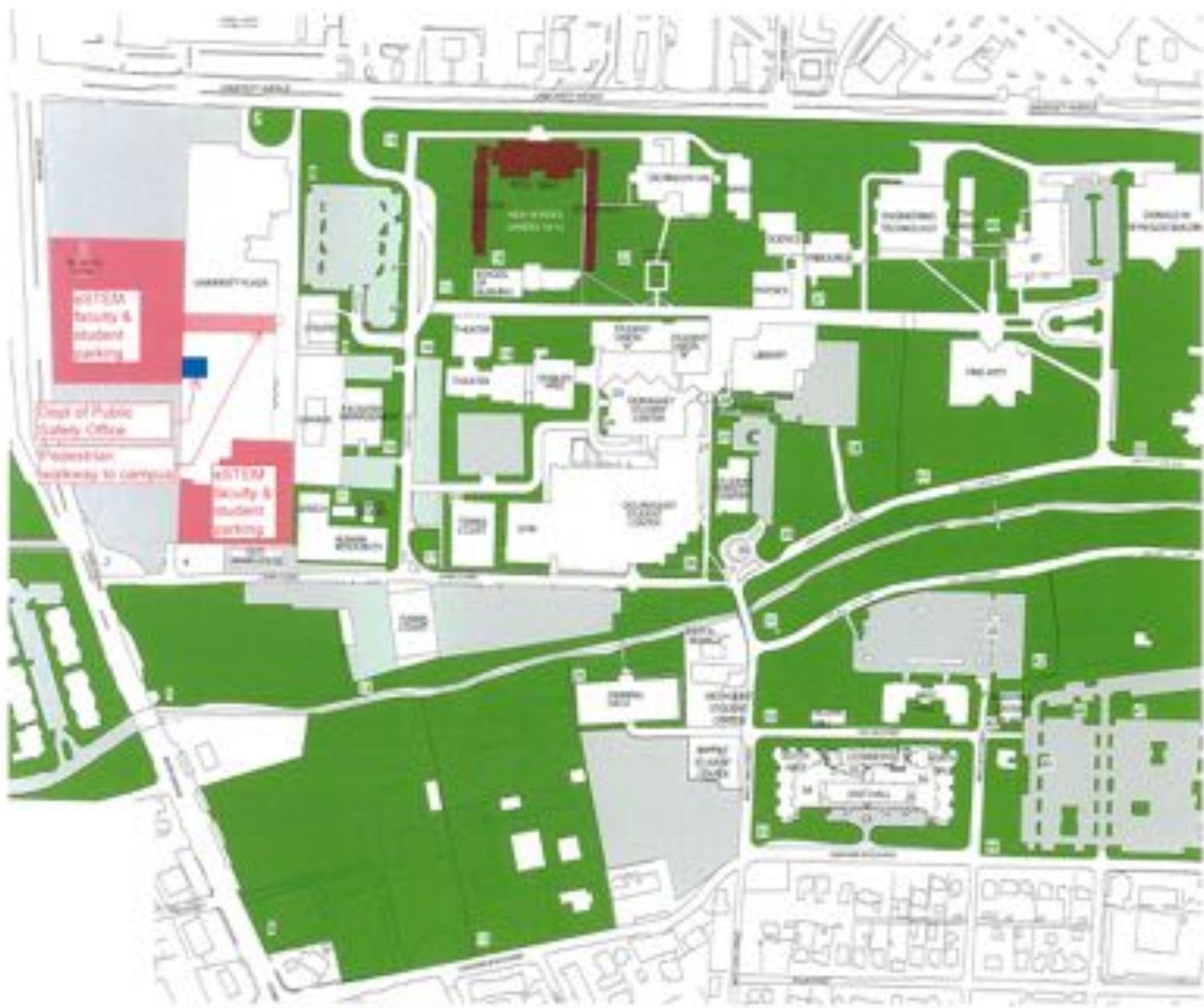
eStem Parking/Student Drop Off/Pick Up

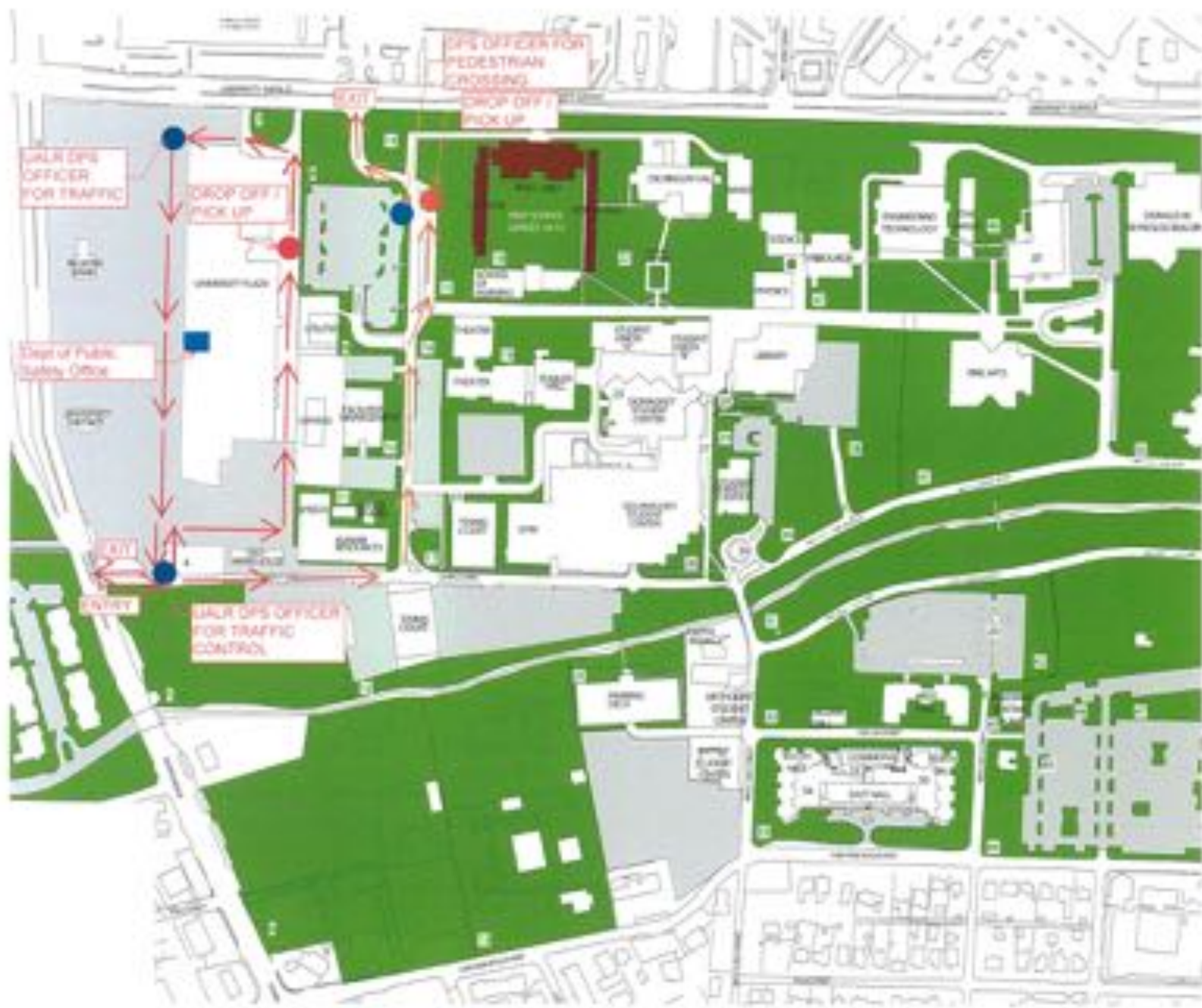
eStem Parking:

- eStem requires approximately 75 – 80 parking spaces for the faculty and administration
- eStem requires approximately 250 - 300 parking spaces for students
- Students and faculty will be allowed to park in the Plaza parking lot, which will accommodate over 900 vehicles.
- Visitor and ADA parking will be constructed adjacent to the building
- A new drop off and pick up lane will be created adjacent to the building
- Pedestrian access to the school will be via a designated pedestrian pathway through Lot 5 and across Campus Drive. Uniformed officers will be positioned at key locations to assist students crossing all roadways
- All parking lots are equipped with overhead lighting and emergency phones
- The UALR Department of Public Safety is located in the Plaza directly in front of the eStem student parking area

eStem Pick Up / Drop Off

- There will be two key drop off and pick up points on campus
- The closest drop-off / pick up area is directly in front of the new school building just off campus drive. An additional lane will be added to accommodate waiting cars.
- The additional drop off / pick up area is on the backside of the Plaza. There is room for 25 - 30 vehicles to stack at one time and not interfere with normal traffic flow.
- Each drop off / pick up area will be staffed with a uniformed officer to assist with traffic flow and pedestrian safety
- Each drop off / pick up area will be monitored by teachers and / or school administrators to assist with students entering and exiting vehicles
- Traffic will enter campus from Asher Avenue to allow ample area for vehicle queuing within the campus and not on public streets
- Traffic will be allowed to exit onto University Avenue from the school drop off / pick up area but not enter at certain times to prevent long lines on University Avenue.





2012 ESEA Math



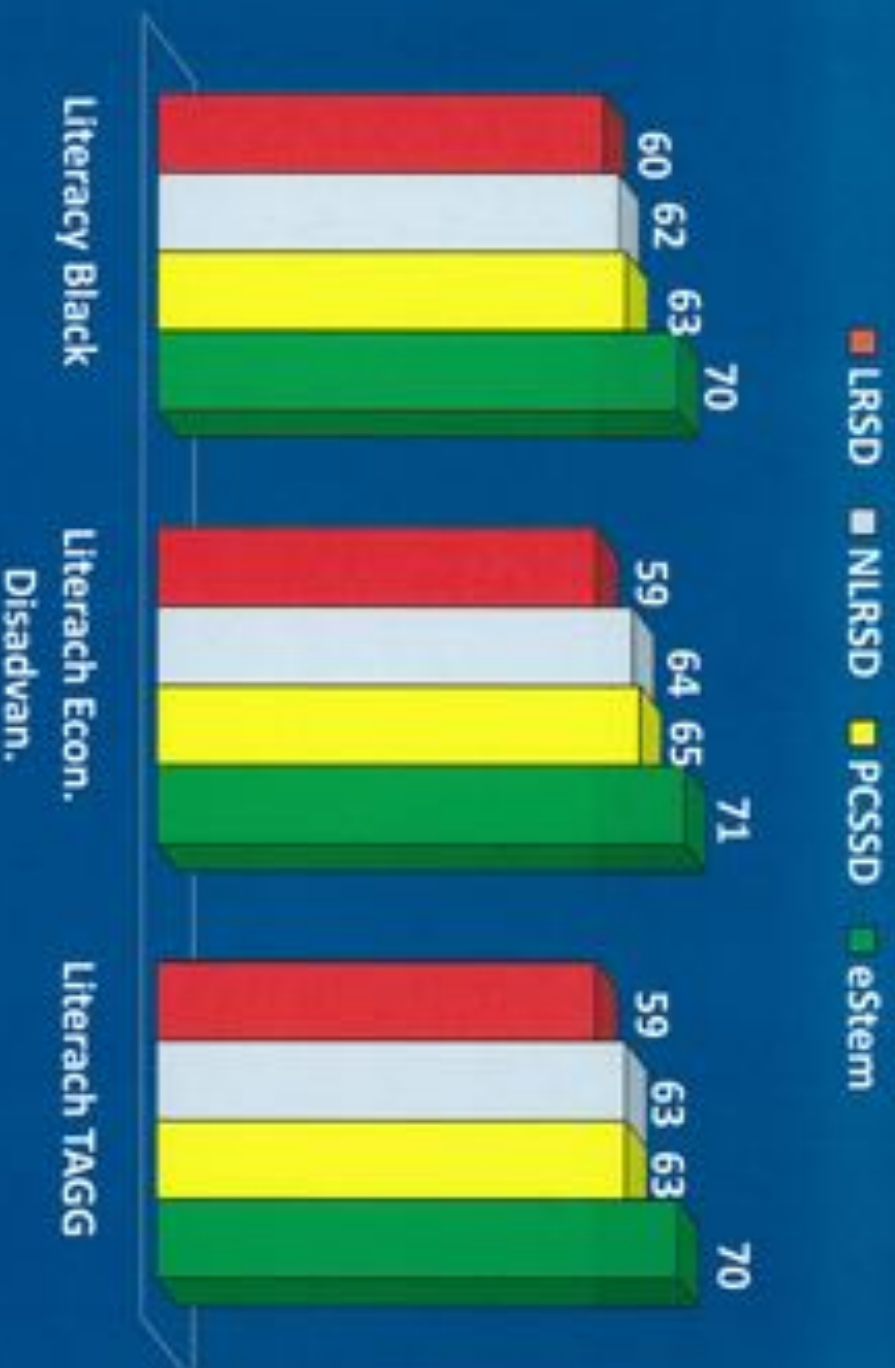
2012 ESEA Literacy



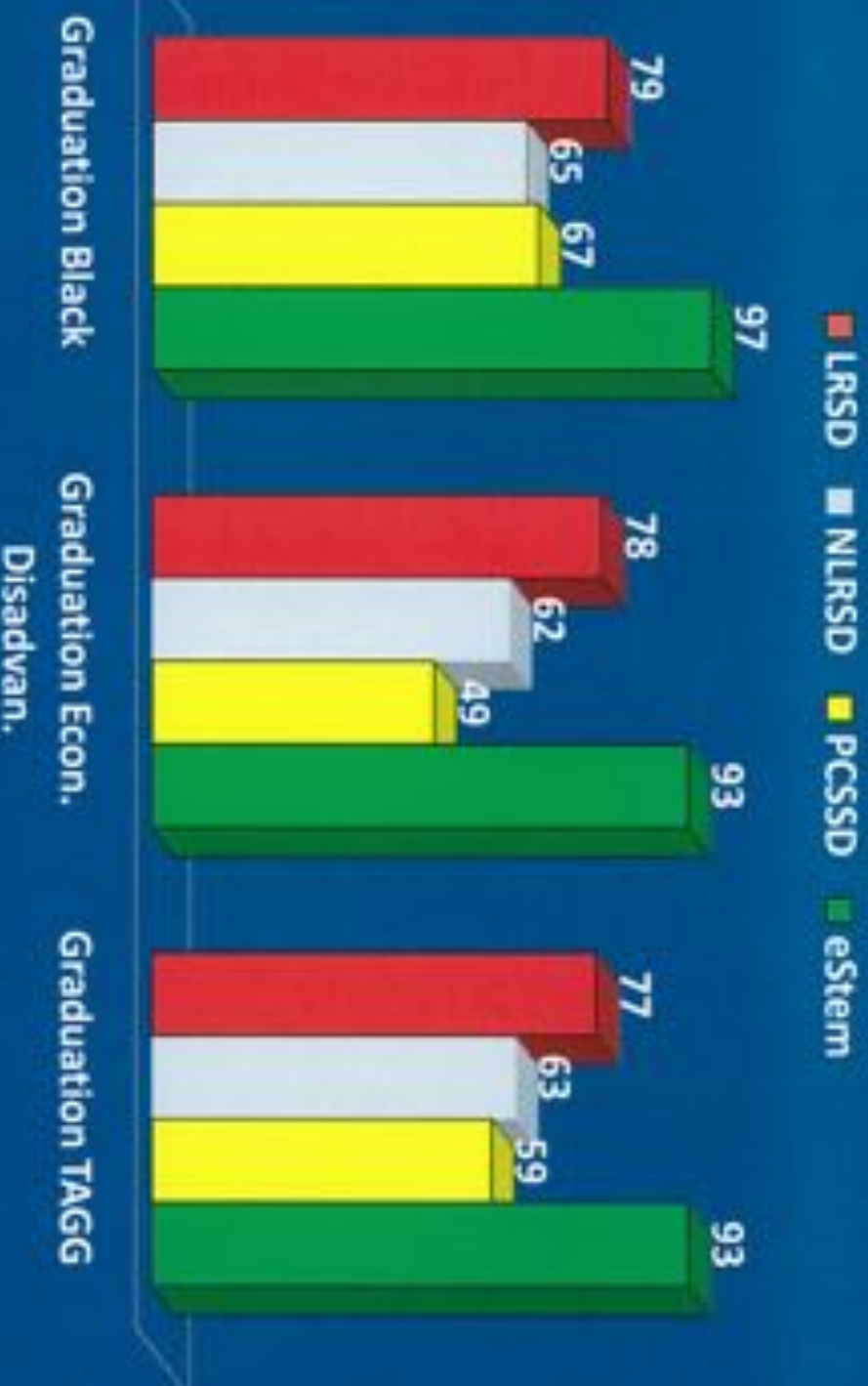
2013 ESEA Math



2013 ESEA Literacy

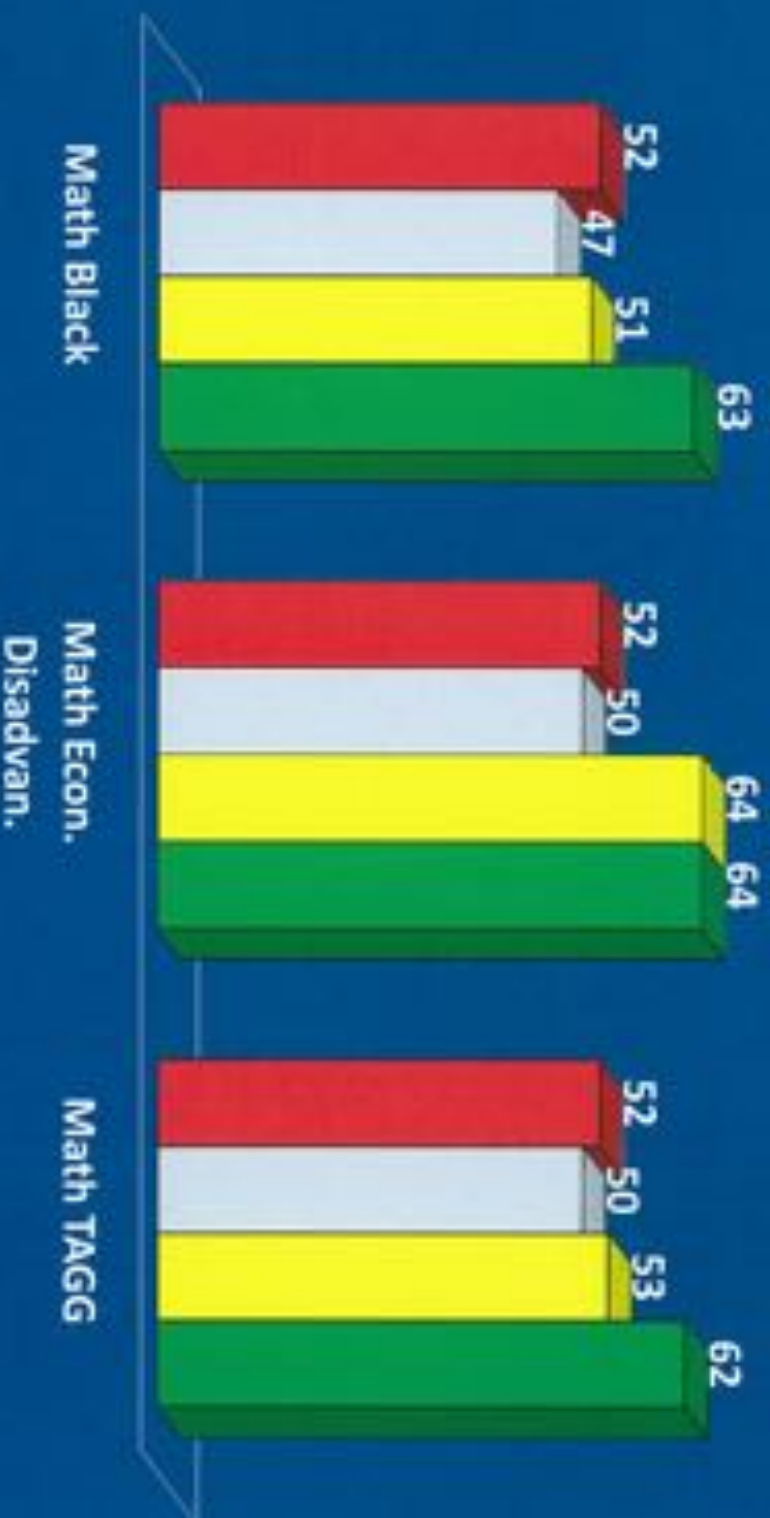


2013 ESEA Graduation Rate

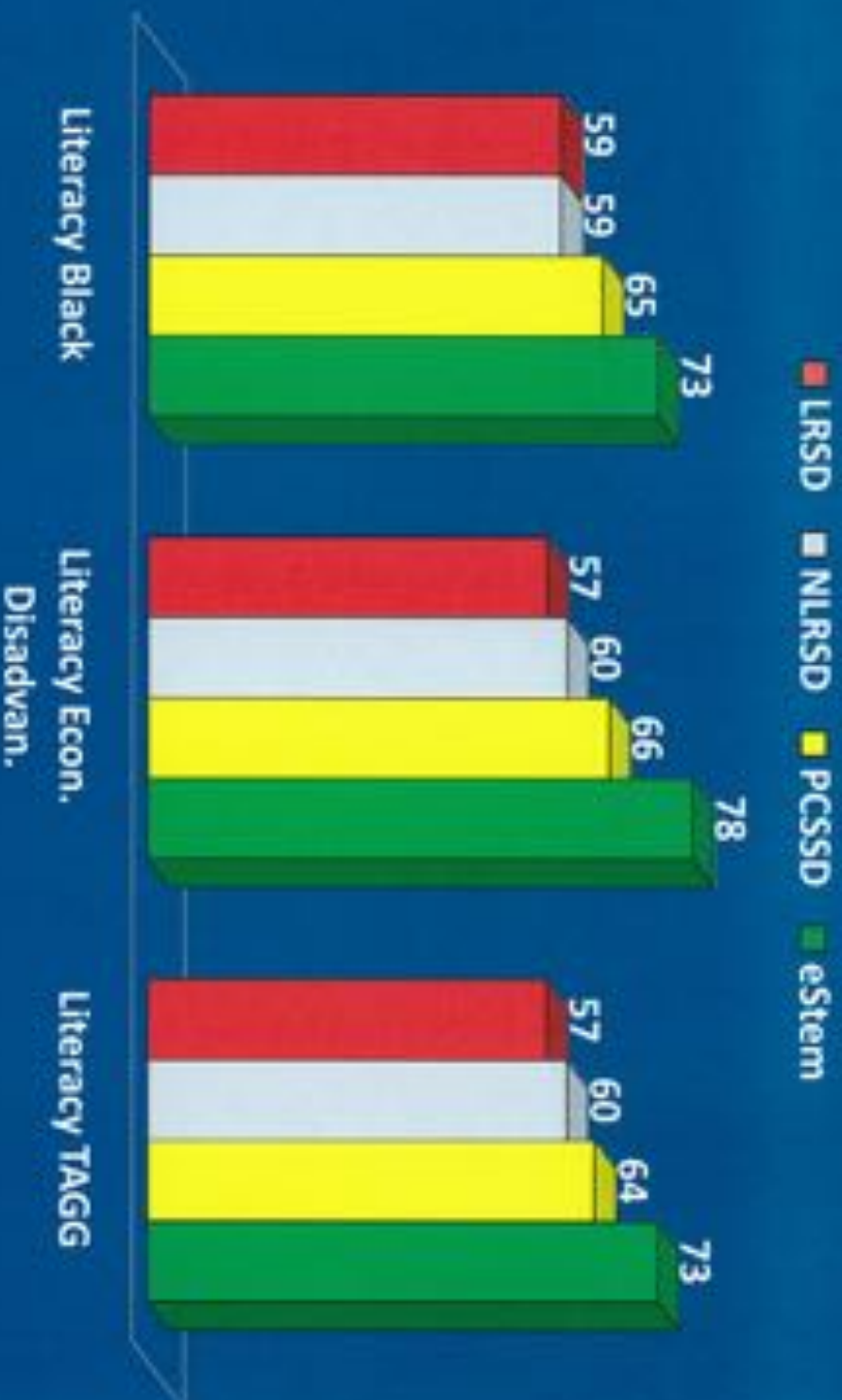


2014 ESEA Math

■ LRSD ■ NLRSD ■ PCSSD ■ eStem



2014 ESEA Literacy



2014 ESEA Graduation Rate

