

School Accountability Report Card Reported Using Data from the 2017–18 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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

Keith Nuthall, Principal

 Principal, Odyssey STEM Academy

About Our School

Our learners face a rapidly changing future that demands far different skills and knowledge than needed in the last century. Our future as a community and nation depends how well we prepare our young people to tackle these challenges and opportunities. The current factory model of education results in an outdated system that separates winners and losers in our schools and institutionalizes inequalities and socioeconomic injustices.

Odyssey reimagines high school through a scholar-centered learning model viewing academic and social and emotional growth as essential and interdependent elements of human development. Our mission calls on learners to transform themselves by developing curiosity and zest for learning and life. All learners grapple with society's most challenging problems such as artificial intelligence, sustainability and healthcare. They intern side-by-side with professionals and community leaders to develop interpersonal, intrapersonal, and intellectual skills on the beyond school walls. They graduate high school ready to face an uncertain present and changing future and engage in postsecondary education, entrepreneurship, and life.

Our School Accountability Report Card (SARC) provides a small window into our school. Accountability measures within the card are determined by the state of California. As such, they are applicable to schools across the state. These measures are sufficient but not adequate. We encourage readers to take a deeper view of our school through a lens that helps you answer a key question, "Are Odyssey scholars ready for the challenges and opportunities of the 21st century life?"

Becky Perez – Co-founder
Keith Nuthall – Co-founder

Contact

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Lakewood, CA 90712-1402*

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About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
E-mail Address	rperez@paramount.k12.ca.us
Web Site	www.paramount.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Odyssey STEM Academy
Street	3701 Michelson St.
City, State, Zip	Lakewood, Ca, 90712-1402
Phone Number	619-507-0043
Principal	Keith Nuthall, Principal
E-mail Address	knuthall@paramount.k12.ca.us
Web Site	https://odyssey.pusdschools.net/
County-District-School (CDS) Code	19648730136705

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

Our Mission

Odyssey STEM Academy empowers learners by awakening their curiosity and passion to transform themselves and the world.

Our Approach

The Odyssey Design Principles below provide current and future Odyssey community members navigation tools for the journey ahead. All Odyssey community members are learners, thus the word learner throughout the document refers to all members of the school community – scholars, staff, families, and mentors.

Equity

Our community of learners celebrates the uniqueness of each individual. Systems and structures designed for equitable access to programs and opportunities ensure academic and social-emotional well-being for all. Meaningful ties among community members foster a trusting, caring, and mutually respectful culture. Intentionally diverse and integrated learning environments create a community-wide culture of achievement so that learners thrive in a multicultural, global society.

Learner-Centric

Agency, managing one's own learning, is cultivated through a collaborative school-wide culture that is intellectually challenging. Learners progress on a pathway unique to them. They co-construct purposeful learning experiences, monitor their progress towards learning goals, and determine how to exhibit their depth of knowledge and skill. Time and tailored support empower learners to meet high expectations in a safe learning environment that fosters innovation.

Authentic Work

Learners engage in authentic work that matters to them and the outside world. They use inquiry to design projects to tackle society's greatest STEM challenges. Literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful, culturally relevant experiences across all disciplines. Intentional use of technology ignites anytime, anywhere learning. Learners make their thinking visible by curating and sharing their work with authentic audiences.

Learning Beyond Classroom Walls

Through multiple internships and authentic projects, learners become contributing partners in their work with industry professionals. Internship projects connect to learner interests and deepen understanding throughout the curriculum. Through this work, learners navigate systems, build relationships, and establish a professional network. The mutually beneficial relationships result in academic growth and character development.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Last updated: 1/28/2019

A. Conditions of Learning

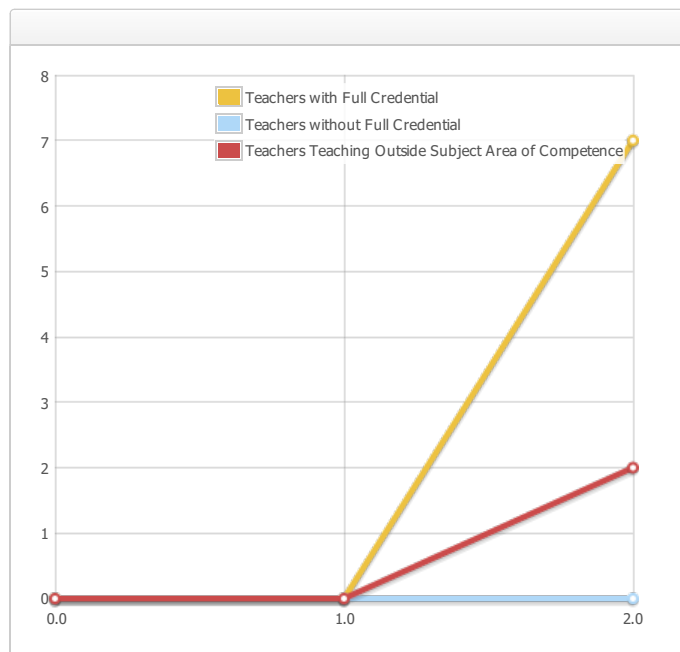
State Priority: Basic

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

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

Teacher Credentials

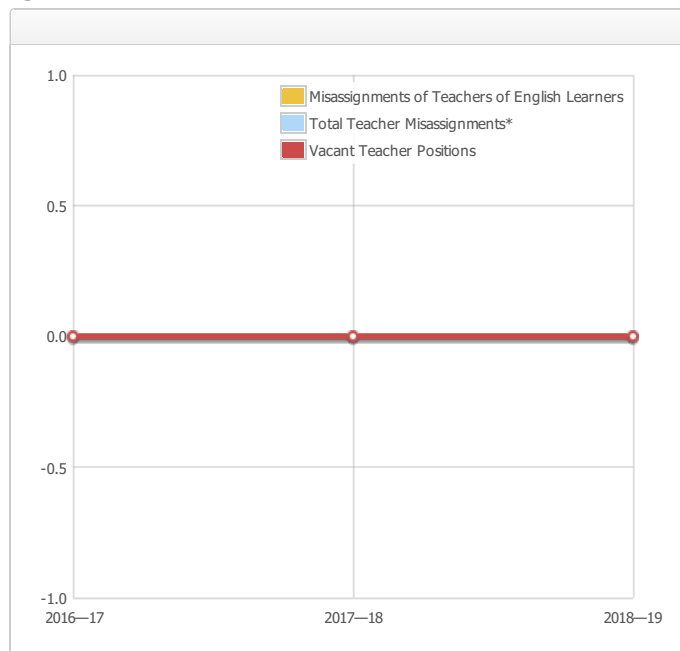
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	0	0	7	644
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	23



Last updated: 12/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2017-2018 can be accessed from the following website links:

[Quarter 1 Report for Uniform Complaints](#)

[Quarter 2 Report for Uniform Complaints](#)

[Quarter 3 Report for Uniform Complaints](#)

[Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(CRC Press) Grade 9 Design at Work: Cooperative Design / 2018 (Chicago Review Press) Grade 9 Design for The Real World / 2018 (New Riders) Grade 9 Designing for Interaction / 2018 (Basic Books) Grade 9 The Design of Everyday Things / 2018 (Simon and Schuster) Grade 9 Fahrenheit 451 / 2018 (Back Bay Books) Grade 9 The Soul of a New Machine / 2018	Yes	0.0 %
Mathematics	(SASC, LLC) Grade 9 Interactive Mathematics / 2018	Yes	0.0 %
Science	(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018		0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	(HLT Press) Grade 9 Sew Electric Mixed Media Art Studio / 2018 (Cengage) Grade 9 Shaping Space: The Dynamics of Three Dimensional Design Mixed Media Art Studio / 2018 (Teacher's College Press) Grade 9 Studio Thinking 2 Mixed Media Art Studio / 2018 (Weldon Owen) Grade 9 The Art of Tinkering Mixed Media Art Studio / 2018 (Maker Media Inc) Grade 9 Wearable Electronics : Design, Prototype, and Wear Mixed Media Art Studio / 2018	Yes	0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2019

School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Refresh of all classrooms completed.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	All interior surfaced refreshed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Waterbottle refill stations installed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	All roof repairs completed, as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New parking lot installed. Field areas renovated, with walking track.

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating

Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Our family involvement plan creates a support mesh leading to scholar success. Families are deliberately involved in the learning process. They participate in trimester exhibitions, student-led conferences, and internship experiences. Their feedback into their scholar's projects acts to improve learning and refine advisor instructional practices. Monthly Parent University sessions serve to strengthen parent's understanding and skills about how to best help their scholar be successful. Bimonthly Family Connection events ensure open access for families to school administration and information.

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

School Safety Plan (School Year 2018—19)

Our safety plan is proactive. In recent years, the importance of creating a positive school culture has become increasingly evident. At Odyssey, we are using the framework of restorative practices to help create a positive, supportive school environment for our scholars. Restorative practices include proactive processes that focus on building relationships and community, and ensuring that all scholars feel welcome and connected. The continuum of restorative practices ranges from how we speak to scholars on a daily basis, to how discipline incidents are handled. When a disciplinary problem occurs, or a relationship is harmed, scholars are provided the opportunity to meet in a controlled, supportive environment in order to learn about how their actions have affected others, and what may be done to “repair the harm”. In this way, scholars are not only able to take responsibility for their actions, but are also able to restore the relationship and sense of community.

In partnership with Paramount Unified leadership, the Odyssey community developed and regularly practices natural disaster and threat plan. The plan ensures intentional and effective practices that keep our scholars, staff, and families safe in crisis situations. Our policies and practices are examined and refined using current research to ensure effectiveness, and aligned to district requirements.

Last updated: 1/28/2019

D. Other SARC Information

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