

School Accountability Report Card Reported Using Data from the 2018—19 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?"

Contact

Odyssey STEM Academy
3701 Michelson St.
Lakewood, CA 90712-1402

Phone: 619-507-0043
Email: KNuthall@paramount.k12.ca.us

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2019—20)	
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
Email Address	KNuthall@paramount.k12.ca.us
Website	https://odyssey.pusdschools.net/
County-District-School (CDS) Code	19648730136705

Last updated: 12/30/2019

School Description and Mission Statement (School Year 2019—20)

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: 12/30/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.10 %
American Indian or Alaska Native	%

Asian	%
Filipino	%
Hispanic or Latino	91.20 %
Native Hawaiian or Pacific Islander	1.50 %
White	2.20 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.60 %
English Learners	4.40 %
Students with Disabilities	5.90 %
Foster Youth	%
Homeless	0.70 %

A. Conditions of Learning

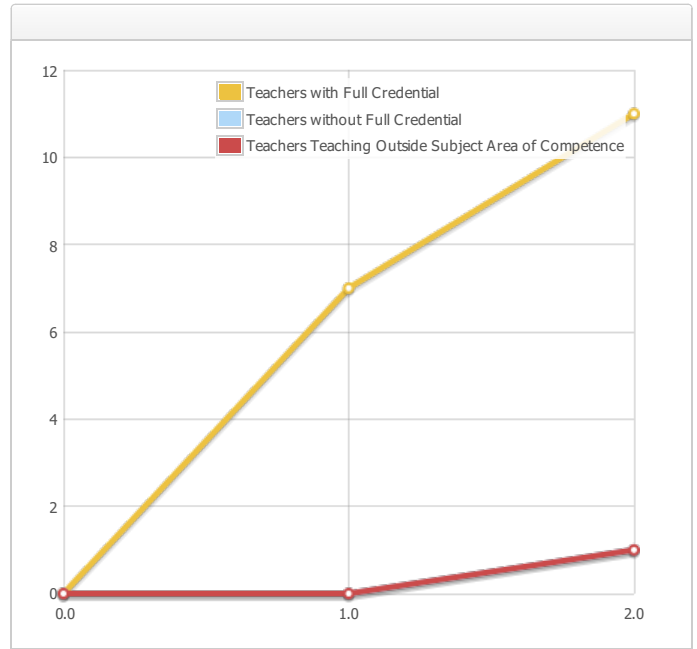
State Priority: Basic

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

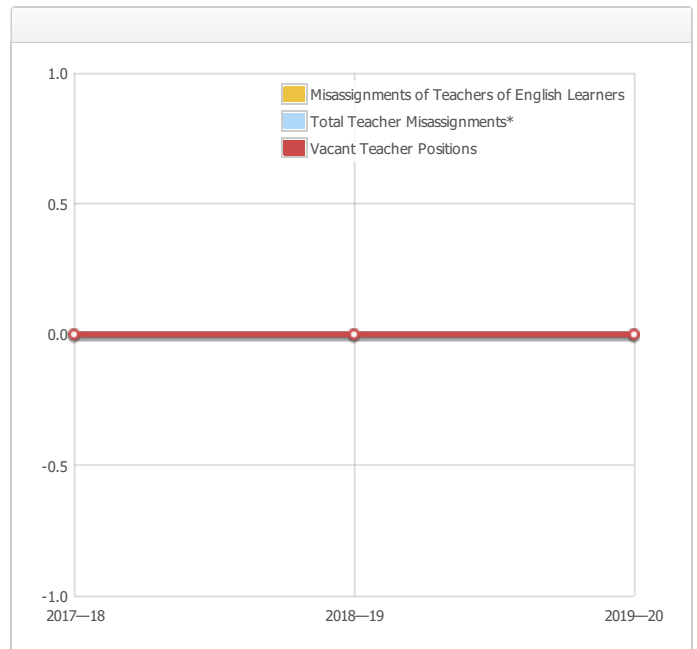
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	0	7	11	638
Without Full Credential	0	0	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	23



Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 12/30/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

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: December 2019

Subject	Textbooks and Other 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	0.00 %
Mathematics	(SASC, LLC) Grade 9 Interactive Mathematics / 2018	Yes	0.00 %
Science	(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018 (Bedford Freeman Worth) Environmental Science for AP 3rd Edition / 2019	Yes	0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health		Yes	0.00 %
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		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2020

School Facility Conditions and Planned Improvements

Odyssey School is in good repair condition. Planned improved planned for 2020.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 12/23/2019

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/3/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/3/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	31.80%	20.20%	20.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/13/2020

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 2019—20)

Family Engagement

Empowering learners to reach their full potential requires the combined effort of scholars, staff, families, and the community. Communication reaches beyond the standard parent-teacher conference to include families as valued and trusted participants in the learning process. Recognizing, understanding, and valuing individual backgrounds and life experiences contributes to learners' positive socio-emotional and academic growth.

Parent Involvement

Our family involvement plan creates a support network 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. Monthly Family Connection events ensure open access for families to school administration and information.

State Priority: Pupil Engagement

Last updated: 12/30/2019

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	4.40%	3.70%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/30/2019

School Safety Plan (School Year 2019—20)

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 reviewed and updated the safety plan at the beginning of each school. 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.

The plan includes procedures for responding to an array of safety concerns including natural disasters and armed intruders. For each possible threat, the plan details the sequence of responses by staff and students. Staff and administration meet monthly to review and refine the implementation of the plan and teachers teach the plan to students during advisory in preparation for each monthly drill.

Last updated: 12/30/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	68.00			4
Mathematics	34.00			4
Science	34.00			4
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/30/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/2/2020

Student Support Services Staff (School Year 2018—19)

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$84533.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/30/2019

Types of Services Funded (Fiscal Year 2018—19)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

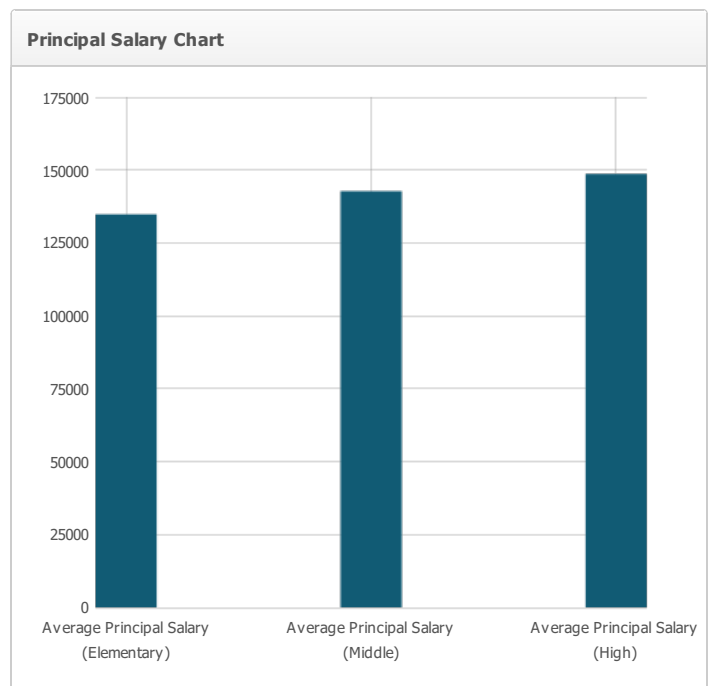
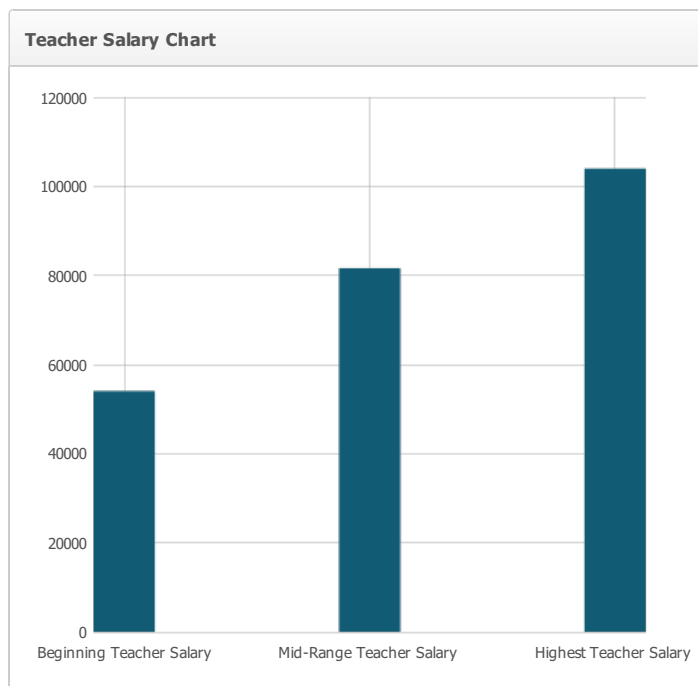
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Last updated: 12/30/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,038	\$51,374
Mid-Range Teacher Salary	\$81,624	\$80,151
Highest Teacher Salary	\$103,963	\$100,143
Average Principal Salary (Elementary)	\$134,799	\$126,896
Average Principal Salary (Middle)	\$142,745	\$133,668
Average Principal Salary (High)	\$148,687	\$143,746
Superintendent Salary	\$261,111	\$245,810
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 12/30/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/2/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	95	110	81

Last updated: 1/8/2020