

Comprehensive School Safety Plan

2024-2025 School Year

School: Odyssey STEM Academy
CDS Code: 19648730136705
District: Paramount Unified School District
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Lakewood, CA 90712-1402
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Approved by:



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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Odyssey STEM Academy Main Office..

Safety Plan Vision

Odyssey STEM Academy uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn. Odyssey's Comprehensive School Safety Plan (CSSP) focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus. Odyssey's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, and more.

The Paramount Unified School District (PUSD) Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Odyssey STEM Academy Safety Committee

Assessment of School Safety

A review of Odyssey STEM Academy indicates that the students, parents, and staff of Odyssey are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Odyssey has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Odyssey performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Odyssey participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Odyssey works closely with the Paramount Unified School District (PUSD) Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Odyssey utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised December 11, 2024).

Employees are required to review and acknowledge the PUSD Employee Handbook outlining the District's policies and procedures as well as complete mandated training annually. Training modules include:

- California Mandated Reporter: Child Abuse and Neglect
- Students experiencing Homelessness: Awareness and Understanding
- Workplace Violence: Awareness and Prevention
- Youth Suicide: Awareness, Prevention and Postvention
- Bullying and CyberBullying: Recognition and Response
- Diversity for Employees
- Opioid Overdose Response Awareness
- Sexual Harassment and Discrimination
- Epi-pen Awareness and Training

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

Student ID Cards: Every high school student's ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 where students are able to call or send a text message for confidential help

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Odyssey STEM Academy:

Students in the SARB Process:

2023-2024 school year: 1

2022-2023 school year: 1

Percentage of Chronically Absent Students:

2023-2024 school year: 5.3%

2022-2023 school year: 5.7%

Suspension Percentage:

2023-2024 school year: 2.8%

2022-2023 school year: 2.2%

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

“Reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, “reasonable suspicion” does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000.

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: <https://mandreptla.org/cars.web/> (BCI 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency.

The principal notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures

All Paramount Unified School District (PUSD) administrators are required to complete mandated Opioid Overdose Response Awareness training annually. Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. When emergency responders arrive, they will be provided with all relevant information. California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to synthetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)



Signs of an Opioid Overdose



What Drugs Does Naloxone (NARCAN) Reverse?

- | | |
|-------------------|---------------------|
| Effective: | Ineffective: |
| -Heroin | -Alcohol |
| -Morphine | -Valium |
| -Dilaudid | -Ativan |
| -Oxycodone | -Xanax |
| -Fentanyl | -Ambien |
| -Codeine | -Antidepressants |
| -Methadone | -Marijuana |
| | -Other medications |

How to Administer Naloxone (NARCAN)



Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with a **NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911



(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Student Instruction

Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).

Employees are required to complete mandated training regarding Recognition and Response of Bullying and CyberBullying annually.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Odyssey STEM Academy

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

Odyssey STEM Academy

Strong Heart – Strong Mind – Strong Will

STATEMENT OF RULES and CONSEQUENCES

The scholars of Odyssey STEM Academy are expected to demonstrate positive citizenship. Scholars who exhibit appropriate behavior will:

1. Have a more positive self-image.
2. Be treated with dignity and respect.
3. Create more favorable contacts with others.

4. Receive recognition and praise.
5. Become better educated and more capable of success.

In order for all scholars in our school to benefit from the excellent learning climate that each scholar deserves, we have developed a statement of scholar rules and consequences. If a scholar chooses to break a rule, the responsibility for the consequences lies with the scholar. All individuals are in charge of their own actions and must be willing to accept the consequences based on their choice of behavior. This statement is only a guideline, and additional disciplinary steps may be taken if deemed appropriate. Scholars are subject to the rules of the school from the time they leave home in the morning until the time they reach home in the afternoon. Scholars who violate school rules during this time, even though not on school grounds, are subject to disciplinary actions.

Extracurricular activities are considered a part of the educational program and participants and spectators carry responsibilities as representatives of their schools and communities. All scholar conduct rules apply to, and are enforced at, extracurricular events.

Rule #1: Weapons are not permitted on campus or at any school function at any time.

1st Offense: The scholar may be arrested, suspended, and may be recommended for alternative placement/expulsion.

Rule #2: Dangerous objects (including hand tools and laser pointers) are not permitted on campus or at any school function at any time.

1st Offense: Student may be assigned detention, Saturday School or be suspended.

2nd Offense: Student may be suspended and may be recommended for alternative placement/expulsion.

Rule #3: Assault and/or battery, robbery and/or extortion are not permitted on campus or at any school function at any time.

1st Offense: The scholar may be arrested, suspended, or recommended for alternative placement/expulsion.

Rule #4: The use, possession, buying selling, or being under the influence of controlled substances, alcoholic beverages, "look-a-likes," or drug paraphernalia are not permitted on campus or at any school function at any time. Aerosol sprays are not permitted on campus.

1st Offense: The scholar may be suspended and/or arrested. A parent conference will be required. Scholars may remain at Odyssey STEM Academy under contract or be recommended for alternative placement or expulsion.

2nd Offense: The scholar may be arrested, suspended and may be recommended for alternative placement or expulsion.

Rule #5: Scholars are not permitted to have in their possession and/or/ignite any type of fireworks or explosives on campus or at any school function at any time.

1st Offense: The scholar may be suspended and may be arrested and may be recommended for alternative placement or expulsion.

Rule #6: Scholars are not permitted to deface, damage, destroy, steal school or personal property or be in possession of markers, paint, grease pencils or other marking/etching devices.

1st Offense: The parent and (if necessary) law enforcement will be notified. The scholar may be assigned detention, Saturday School or suspension. The scholar may also be required to replace or repair the property.

2nd Offense: The scholar may be arrested and suspended. Student may be recommended for alternative placement or expulsion.

Rule #7: Fighting is not permitted on campus or at any school function at any time.

1st Offense: Scholars involved will be suspended and placed on behavioral contract, and may be recommended for alternative placement. Parent conference will be required.

2nd Offense: Scholars involved will be suspended, and may be recommended for alternative placement. A parent conference will be required.

Rule #8: Profanity, vulgarity, falsifying school documents, cheating, disruption of school activities, defiance (failure to follow directions) are not permitted on campus or at any school function at any time.

1st Offense: The scholar will be assigned detention, Saturday School or be suspended. Parent will be contacted or a conference will be required.

2nd Offense: The scholar will be assigned Saturday School or suspended. Parent conference will be required.

3rd Offense: The scholar will be suspended and/or have their program altered, and a parent conference will be required.

Rule #9: Cell phones, MP3 players, I-Pods, and other electronic devices are not to be used in class unless directed by supervising adult. The school will not assume any liability for damage, loss or theft of any personal items brought on campus.

1st Offense: The item will be confiscated for the remainder of the day. The item may be picked up by the scholar after school.
2nd Offense: The item will be confiscated. The scholar will be given detention, may be suspended, and the item will be released to a parent.
Third and Subsequent Offenses: the item will be confiscated and sent to the office prior to the end of the school day for documentation. The item will be released to a parent or guardian.
All electronic devices confiscated will be counted as equal violations of the electronic device policy. There are no separate violation counts due to the confiscation of different types of electronic devices. A scholar's failure to comply with an attempt to confiscate an electronic device may be deemed as defiance and may result in disciplinary action.

Rule #10: Skateboards and bikes are to be locked in the bike pen before school. Scholars who ride bicycles are required by law to wear a helmet. The school will not assume liability for losses. Bikes are not to be ridden on campus. If anyone rides a bike on campus, the bike may be confiscated.

1st Offense: The item will be confiscated and may be picked up by scholar after school.
2nd Offense: The scholar may be given detention, Saturday school, or may be suspended. Item will be released to parent only.

Rule #11: The use or possession of tobacco is not permitted on campus or at any school function at any time.

1st Offense: The scholar will be assigned Saturday School or suspended. Parent Conference required.
2nd Offense: The scholar will be suspended, and a parent conference will be held. The scholar will be placed on a contract and may be recommended for alternative placement.

Rule #12: Scholars must adhere to district dress code on campus and at any school function at all times.

1st Offense: The scholar will be counseled and be provided with loaner clothes.
2nd Offense: Student will be provided with loaner clothes and may be assigned detention, Saturday School, or suspended (for defiance). Parent conference will be required.

SEXUAL HARASSMENT: All scholars and staff have the right to be treated fairly and respectfully at all times. Scholars and staff are not, at any time, to be subjected to sexual harassment, including, but not limited to, badgering, baiting, profane or vulgar language or touching in an offensive manner. Scholars who participate in these kinds of behaviors will be subject to disciplinary measures.
SEVERE CLAUSE: At the discretion of the principal or designee, the severe clause will be enforced. The severe clause supersedes all consequences of all rules. Due to the severity of any infraction or combination of rules broken, a scholar shall be suspended, recommended for alternative placement or expulsion.

ADDITIONAL CAUSES FOR DISCIPLINARY ACTION

The Education Code specifies violations which may result in suspension. In addition, it is the school's obligation to refer violations of existing criminal or civil laws to the appropriate authority. Some of the offenses which involve only school rules may call for disciplinary action other than suspension, expulsion, or referral to law enforcement authorities.

DISCIPLINARY AND PREVENTION INTERVENTIONS CONFERENCE: Scholars will be counseled regarding appropriate school behavior and/or dress.

DETENTION: Scholars may be detained for disciplinary or other reasons up to one (1) hour after the class of the maximum school day.

SATURDAY SCHOOL: Scholars may be assigned to Saturday School (8 AM - 12 PM) in lieu of suspension. Failure to attend Saturday School for disciplinary issues may result in suspension.

SUSPENSION: The removal of a scholar from instruction continues for the purpose of disciplinary action. During this period of suspension, your child is not to be on any campus nor attend school-sponsored scholar activities. Failure to adhere to this regulation may result in additional disciplinary action.

EXPULSION: The removal from enrollment in all schools of the district as ordered by the governing board. Expulsion may be ordered by the board when other means of correction have repeatedly failed to result in acceptable conduct, or if the continued presence of the scholar causes danger to the safety of others. Pupils may be expelled only for those reasons for which they also may be suspended. State law provides for full due process and rights to appeal any order of expulsion.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

Offenses that result in mandatory suspension and referral for expulsion with the principal having the ability to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

Offenses that result in mandatory suspension and referral for expulsion, with the principal having no ability to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7. The information provided shall be from the previous three years. Paramount Unified School District (PUSD) has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023), BP/AR 3515.2 Disruptions (Revised September 14, 2020), BP/AR 3516 Emergencies And Disaster Preparedness Plan (Revised September 14, 2020), AR 3516.2 Bomb Threats (Revised September 14, 2020), and BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site. <https://www.paramount.k12.ca.us/>
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council in a public meeting on December 12, 2024. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Incident Command Team Responsibilities

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Odyssey STEM Academy's (Odyssey) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan delineates responsibilities of all Odyssey employees and is organized according to the Standardized Emergency Management System (SEMS). Odyssey personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Odyssey employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Odyssey is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

Odyssey employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Odyssey will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use ODYSSEY as a community shelter. Odyssey will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being.

Parents will be informed of the Odyssey Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

Plan Activation:

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan. District and other Agencies:

Odyssey will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Odyssey may also contact the City of Paramount.

Odyssey Internal Communications Protocol:

Odyssey will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

Odyssey has one Automatic External Defibrillator (AED) on campus will be installed by the end of the 2024 - 2025 school year.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Adaptations for Students with Disabilities

Any student needing physical assistance egressing to the site's evacuation area during an emergency will be provided assistance by the classroom teacher or campus safety aide. If a student cannot be moved to the evacuation area, the classroom teacher or campus safety aide will report the immobile student to Emergency Command Center (ECC).

Public Agency Use of School Buildings for Emergency Shelters

In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters

DURING INSTRUCTIONAL TIME

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat..." If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.
2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
 - a. Lock classroom doors using push lock.
 - b. Keep all students inside and away from doors and windows.
 - c. Duck and cover and turn off the lights
 - d. No student may be permitted to leave the classroom. This includes bathroom breaks.
 - e. Make sure internal and secondary doors are operable.
 - f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Campus Safety Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Campus Safety Aides, CSP's, and Administration are to adhere to the following procedures:
 - a. Lock classroom doors using push lock.
 - b. Keep all students inside and away from doors and windows.
 - c. Duck, cover, and turn off the lights
 - d. No student may be permitted to leave the classroom. This includes bathroom breaks.
 - e. Make sure internal and secondary doors are operable.
 - f. Keep the phone lines clear unless there is an emergency.
4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT
8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire/Paramedics	911	Contact the District Office
Law Enforcement/Fire/Paramedic	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
Law Enforcement/Fire/Paramedic	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
Law Enforcement/Fire/Paramedic	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
Public Utilities	Gas Company	(562) 570-2140	Contact the District Office
Public Utilities	Electric Company	(800) 655-4555	Contact the District Office
Public Utilities	Long Beach Water Department	(562) 570-2390	Contact the District Office
Public Utilities	Paramount Water Company	(562) 220-2018	Contact the District Office
City Services	City of Paramount	(562) 220-2000	Contact the District Office
City Services	City of Lakewood	(562) 866-9771	Contact the District Office

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(ii) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(iii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safety routes (ingress and egress):

Odyssey STEM Academy has multiple access points to the campus. Morning drop off and afternoon pick up is conducted through the main parking lot, bus drop off zone, and shared parking lot with Buena Vista High School for buses.

School dismissal is conducted through Odyssey STEM Academy's Main Gate in the Parking Lot and side gate near the Main Office.

PUSD Buses drop off and pick up students to and from Odyssey STEM Academy. Students can easily and safely enter campus through the Odyssey STEM Academy's Main Gate

Procedure for Visitor Check In:

There are signs posted on campus indicating that all visitors must report to the main office. Visitors (when allowed during school hours) are required to check in at the main office and get a visitor's badge using the RAPTOR check-in system.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Attendance

Element:

2023 Attendance Rate: 94.6%

2023 Chronic Absenteeism Rate: 5.34%

2022 Attendance Rate: 94.3%

2022 Chronic Absenteeism Rate: 5.7%

Opportunity for Improvement:

Increase cumulative attendance by 2%

Objectives	Action Steps	Resources	Lead Person	Evaluation
Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024	Strategy/Activity 3.3 School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	District Funded	School Counselor	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)
Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024	Strategy/Activity 3.4 Develop and deliver professional development to train staff on the implementation of Safe and Civil Schools with a focus on attendance and its monitoring practices.	Title I Part A: Allocation	Principal Assistant Principal Site Attendance Committee Counselor School Social Worker Teachers	Implement the Safe and Civil Schools key performance indicators and success criteria for the "Foundations Implementation Rubric," facilitated through schoolwide meetings and team-level trainings.
Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024	Strategy/Activity 3.5 Release time for grade level teams focused on the implementation of research-based strategies shared in the district Safe and Civil Schools training and allowing for further review of site data and planning for next steps.	Title I Part A: Allocation	Principal Assistant Principal Teachers	Participate in professional development trainings on the implementation of Safe and Civil Schools.

<p>Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024</p>	<p>Strategy/Activity 3.6 Create an incentive and recognition program to recognize students with improved/maintained attendance.</p> <p>Student incentives and assemblies will be provided to honor students with improved/maintained attendance, grade marks, citizenship, awards, and focus/effort on testing including the ELPAC and CAASPP.</p> <p>Students and families will participate in celebratory recognition events throughout the school year to acknowledge growth, effort and achievement both in and out of class.</p>	<p>Title I Part A: Allocation</p>	<p>Principal Assistant Principal Site Attendance Committee Counselor School Social Worker Teachers Translators</p>	<p>Administer student, parent, and teacher surveys after assemblies and events over the course of the year to monitor data on the effectiveness of the outreach services.</p>
<p>Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024</p>	<p>Strategy/Activity 3.7 Provide educational partners multiples opportunities to address what research has revealed regarding the impact of family involvement in a student's life and assist in the removal of barriers they may encounter that affect student attendance.</p> <p>Support staff will create engaging presentations for educational partners on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency.</p> <p>These presentations will include visuals and interactive discussions</p>	<p>Title I Part A: Parent Involvement</p>	<p>Principal Assistant Principal Site Attendance Committee Counselor School Social Worker Teachers Translators</p>	<p>After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.</p>

<p>Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024</p>	<p>Strategy/Activity 3.10 Develop and deliver professional development to train staff on how to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school.</p> <p>Attend conferences/workshops to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school.</p>	<p>Title I Part A: Allocation</p>	<p>Principal Assistant Principal Counselor School Social Worker Teachers</p>	<p>Administer surveys to assess pre-training and post-training understanding of the climate and culture strategies for the classroom.</p>
<p>Attendance Data 2023 Chronic Absenteeism Rate: 5.34% 2022 Chronic Absenteeism Rate: 5.7% 94.6% EOY 2023 - 2024</p>	<p>Strategy/Activity 4.5 Identify and implement preventive attendance interventions and incentives for all student groups and inform parents and families through the Parent Meetings and Universities on the importance of attendance and impact of families on educational success.</p> <p>Provide extra hours for staff to serve as educational partners to communicate and coordinate Parent Meetings between staff and family via meetings, trainings, and workshops for attendance.</p>	<p>Title I Part A: Parent Involvement</p>	<p>Principal Assistant Principal Site Attendance Committee Counselor School Social Worker Teachers Translators</p>	<p>SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>

Component:

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Discipline

Element:

2023 Suspension Rates:

2023 Overall: 4.2%

2023 African American: 11.4%

2023 Hispanic: 3.8%

2023 English Learners: 8.1%

2023 Special Education: 5.6%

Opportunity for Improvement:

Decrease cumulative suspension rate by 1%

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>2023 Suspension Rates: 2023 Overall: 4.2% 2023 African American: 11.4% 2023 Hispanic: 3.8% 2023 English Learners: 8.1% 2023 Special Education: 5.6%</p>	<p>Strategy/Activity 3.4 Develop and deliver professional development to train staff on the implementation of Safe and Civil Schools with a focus on creating a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom.</p>	<p>Title I Part A: Allocation Safe and Civil Schools materials and resources</p>	<p>Principal Assistant Principal Climate and Culture Leadership Team (CCLT)</p>	<p>Monitor the progress of Odyssey STEM Academy's MTSS system including but not limited to: Foundations for Safe and Civil Schools Implementation Counselor and Social Worker Training and Conferences Comprehensive Student Assistant Team (CSAT) - Grade levels SART/SARB Training and Implementation</p>
<p>2023 Suspension Rates: 2023 Overall: 4.2% 2023 African American: 11.4% 2023 Hispanic: 3.8% 2023 English Learners: 8.1% 2023 Special Education: 5.6%</p>	<p>Strategy/Activity 3.5 Release time for grade level teams focused on the implementation of research-based strategies shared in the district Safe and Civil Schools training and allowing for further review of site data and planning for next steps.</p> <p>Odyssey staff will be provided opportunities to attend professional development and conferences focusing on CHAMPS: a proactive and positive approach to classroom management. Utilizing data of student achievement, SEL, and College and Career Readiness, the school will analyze the specific data and survey results.</p>	<p>Title I Part A: Allocation Safe and Civil Schools materials and resources</p>	<p>Principal Assistant Principal Climate and Culture Leadership Team (CCLT)</p>	<p>Administer surveys to assess pre-training and post-training understanding of the climate and culture strategies for the classroom.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
2023 Suspension Rates: 2023 Overall: 4.2% 2023 African American: 11.4% 2023 Hispanic: 3.8% 2023 English Learners: 8.1% 2023 Special Education: 5.6%	Strategy/Activity 3.10 Develop and deliver professional development to train staff on how to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school. Attend conferences/workshops to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school.	Title I Part A: Allocation	Principal Assistant Principal Climate and Culture Leadership Team (CCLT)	Administer surveys to evaluate pre-training and post-training understanding of the climate and culture strategies for the classroom.
2023 Suspension Rates: 2023 Overall: 4.2% 2023 African American: 11.4% 2023 Hispanic: 3.8% 2023 English Learners: 8.1% 2023 Special Education: 5.6%	Strategy/Activity 4.7 Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom.	Title I Part A: Allocation	Principal Assistant Principal Counselor School Social Worker Teachers	Monitor the progress of Odyssey STEM Academy's MTSS system including but not limited to: Foundations for Safe and Civil Schools Implementation Counselor and Social Worker Training and Conferences Comprehensive Student Assistant Team (CSAT) - Grade levels SART/SARB Training and Implementation

Odyssey STEM Academy

Strong Heart – Strong Mind – Strong Will

STATEMENT OF RULES and CONSEQUENCES

The scholars of Odyssey STEM Academy are expected to demonstrate positive citizenship. Scholars who exhibit appropriate behavior will:

1. Have a more positive self-image.
2. Be treated with dignity and respect.
3. Create more favorable contacts with others.
4. Receive recognition and praise.
5. Become better educated and more capable of success.

In order for all scholars in our school to benefit from the excellent learning climate that each scholar deserves, we have developed a statement of scholar rules and consequences. If a scholar chooses to break a rule, the responsibility for the consequences lies with the scholar. All individuals are in charge of their own actions and must be willing to accept the consequences based on their choice of behavior. This statement is only a guideline, and additional disciplinary steps may be taken if deemed appropriate. Scholars are subject to the rules of the school from the time they leave home in the morning until the time they reach home in the afternoon. Scholars who violate school rules during this time, even though not on school grounds, are subject to disciplinary actions.

Extracurricular activities are considered a part of the educational program and participants and spectators carry responsibilities as representatives of their schools and communities. All scholar conduct rules apply to, and are enforced at, extracurricular events.

Rule #1: Weapons are not permitted on campus or at any school function at any time.

1st Offense: The scholar may be arrested, suspended, and may be recommended for alternative placement/expulsion.

Rule #2: Dangerous objects (including hand tools and laser pointers) are not permitted on campus or at any school function at any time.

1st Offense: Student may be assigned detention, Saturday School or be suspended.

2nd Offense: Student may be suspended and may be recommended for alternative placement/expulsion.

Rule #3: Assault and/or battery, robbery and/or extortion are not permitted on campus or at any school function at any time.

1st Offense: The scholar may be arrested, suspended, or recommended for alternative placement/expulsion.

Rule #4: The use, possession, buying selling, or being under the influence of controlled substances, alcoholic beverages, “look-a-likes,” or drug paraphernalia are not permitted on campus or at any school function at any time. Aerosol sprays are not permitted on campus.

1st Offense: The scholar may be suspended and/or arrested. A parent conference will be required. Scholars may remain at Odyssey STEM Academy under contract or be recommended for alternative placement or expulsion.

2nd Offense: The scholar may be arrested, suspended and may be recommended for alternative placement or expulsion.

Rule #5: Scholars are not permitted to have in their possession and/or/ignite any type of fireworks or explosives on campus or at any school function at any time.

1st Offense: The scholar may be suspended and may be arrested and may be recommended for alternative placement or expulsion.

Rule #6: Scholars are not permitted to deface, damage, destroy, steal school or personal property or be in possession of markers, paint, grease pencils or other marking/etching devices.

1st Offense: The parent and (if necessary) law enforcement will be notified. The scholar may be assigned detention, Saturday School or suspension. The scholar may also be required to replace or repair the property.

2nd Offense: The scholar may be arrested and suspended. Student may be recommended for alternative placement or expulsion.

Rule #7: Fighting is not permitted on campus or at any school function at any time.

1st Offense: Scholars involved will be suspended and placed on behavioral contract, and may be recommended for alternative placement. Parent conference will be required.

2nd Offense: Scholars involved will be suspended, and may be recommended for alternative placement. A parent conference will be required.

Rule #8: Profanity, vulgarity, falsifying school documents, cheating, disruption of school activities, defiance (failure to follow directions) are not permitted on campus or at any school function at any time.

1st Offense: The scholar will be assigned detention, Saturday School or be suspended. Parent will be contacted or a conference will be required.

2nd Offense: The scholar will be assigned Saturday School or suspended. Parent conference will be required.

3rd Offense: The scholar will be suspended and/or have their program altered, and a parent conference will be required.

Rule #9: Cell phones, MP3 players, I-Pods, and other electronic devices are not to be used in class unless directed by supervising adult. The school will not assume any liability for damage, loss or theft of any personal items brought on campus.

1st Offense: The item will be confiscated for the remainder of the day. The item may be picked up by the scholar after school.

2nd Offense: The item will be confiscated. The scholar will be given detention, may be suspended, and the item will be released to a parent.

Third and Subsequent Offenses: the item will be confiscated and sent to the office prior to the end of the school day for documentation. The item will be released to a parent or guardian.

All electronic devices confiscated will be counted as equal violations of the electronic device policy. There are no separate violation counts due to the confiscation of different types of electronic devices. A scholar's failure to comply with an attempt to confiscate an electronic device may be deemed as defiance and may result in disciplinary action.

Rule #10: Skateboards and bikes are to be locked in the bike pen before school. Scholars who ride bicycles are required by law to wear a helmet. The school will not assume liability for losses. Bikes are not to be ridden on campus. If anyone rides a bike on campus, the bike may be confiscated.

1st Offense: The item will be confiscated and may be picked up by scholar after school.

2nd Offense: The scholar may be given detention, Saturday school, or may be suspended. Item will be released to parent only.

Rule #11: The use or possession of tobacco is not permitted on campus or at any school function at any time.

1st Offense: The scholar will be assigned Saturday School or suspended. Parent Conference required.

2nd Offense: The scholar will be suspended, and a parent conference will be held. The scholar will be placed on a contract and may be recommended for alternative placement.

Rule #12: Scholars must adhere to district dress code on campus and at any school function at all times.

1st Offense: The scholar will be counseled and be provided with loaner clothes.

2nd Offense: Student will be provided with loaner clothes and may be assigned detention, Saturday School, or suspended (for defiance). Parent conference will be required.

SEXUAL HARASSMENT: All scholars and staff have the right to be treated fairly and respectfully at all times. Scholars and staff are not, at any time, to be subjected to sexual harassment, including, but not limited to, badgering, baiting, profane or vulgar language or touching in an offensive manner. Scholars who participate in these kinds of behaviors will be subject to disciplinary measures.

SEVERE CLAUSE: At the discretion of the principal or designee, the severe clause will be enforced. The severe clause supersedes all consequences of all rules. Due to the severity of any infraction or combination of rules broken, a scholar shall be suspended, recommended for alternative placement or expulsion.

ADDITIONAL CAUSES FOR DISCIPLINARY ACTION

The Education Code specifies violations which may result in suspension. In addition, it is the school's obligation to refer violations of existing criminal or civil laws to the appropriate authority. Some of the offenses which involve only school rules may call for disciplinary action other than suspension, expulsion, or referral to law enforcement authorities.

DISCIPLINARY AND PREVENTION INTERVENTIONS

CONFERENCE: Scholars will be counseled regarding appropriate school behavior and/or dress.

DETENTION: Scholars may be detained for disciplinary or other reasons up to one (1) hour after the class of the maximum school day.

SATURDAY SCHOOL: Scholars may be assigned to Saturday School (8 AM - 12 PM) in lieu of suspension. Failure to attend Saturday School for disciplinary issues may result in suspension.

SUSPENSION: The removal of a scholar from instruction continues for the purpose of disciplinary action. During this period of suspension, your child is not to be on any campus nor attend school-sponsored scholar activities. Failure to adhere to this regulation may result in additional disciplinary action.

EXPULSION: The removal from enrollment in all schools of the district as ordered by the governing board. Expulsion may be ordered by the board when other means of correction have repeatedly failed to result in acceptable conduct, or if the continued presence of the scholar causes danger to the safety of others. Pupils may be expelled only for those reasons for which they also may be suspended. State law provides for full due process and rights to appeal any order of expulsion.



2024 – 2025
Emergency
Procedures/Disaster
Plan

Latest Revision: 9/11/24

EMERGENCY TEAM ASSIGNMENTS

1) EMERGENCY COMMAND CENTER

- Principal – Alicia Megofna
- School Administrative Assistant – Rosa Aguayo
- Data Tech – Sandra Leon

2) FIRST-AID STATION/MORGUE

- Principal – Alicia Megofna
- Office Assistant – Cynthia Chavez
 - **Morgue will be in Room 3**

3) EMERGENCY BIN

- Assistant Principal – Joseph Archival
- Campus Security Personnel – Rose Smith

4) MAINTENANCE/BUILDINGS/GROUNDS

- Principal – Alicia Megofna
- Custodian – Mario Arvizu

5) CAMPUS SECURITY RESPONSIBILITIES

- Assistant Principal – Joseph Archival
- Campus Security Personnel – Rose Smith and Ronnie Bas

6) SEARCH & RESCUE (led by Assistant Principal – Joseph Archival)

TEAM A – **BLUE ZONE** (Room 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 22, 23, 24)

- Jeremy Cisneros
- Mark Mussari

TEAM B – **RED ZONE** (Room 1, 2, 3, 4, 5, 6, 7, 8, 13, ASB, 15)

- Damian Conception
- Flor Perez

TEAM C – **OFFICE, CAFETERIA, PERIMETER, STAFF ROOM, STUDENT CENTER**

- Richard English
- Caroline Ramirez

7) REUNIFICATION/CRISIS TEAM

- Social Worker – Ashley Chismark
- Counselor – Daniel Leyva
- RSP teacher - Erica Umeh
- Psychologist - Maria Dominguez (when on-site)

(continued on next page)

8) FIELD SUPERVISION

Advisors:

Chelsea McFadyen (Room 1)
Nicole Bottomley (Room 2 and 4-Damian's class)
Marianne Leon (Room 5)
Chanelle Jacobson (Room 6)
Angelica Garcia (Room 7)
Desiree Murillo (Room 8)
Gerlhen Perez (Room 9)
Vanessa Cordoba (Room 10)
Sara Morgan (Room 11 and 12-Caroline's class)
Sean Torres (Room 13 and 15-Mark's class)
Anthony Meyer (Room 17 and 16-Flor's class)
Wences Zepeda (Room 18 and 19-Rich's class)
Pedro Navarro (Room 23)
Samantha Sianez (Room 24)

Emergency and Evacuation Plan

1) EMERGENCY COMMAND CENTER (middle of the field)

- Principal – Alicia Megofna
- School Administrative Assistant – Rosa Aguayo
- Data Tech – Sandra Leon

EQUIPMENT:

- Master Keys
- Two Way Radio/District
- Radio
- Bullhorn
- Clipboard/Report Sheet

Responsibilities of the Emergency Command Center:

1. Accounts for the presences of students and staff.
2. Implements and coordinates the emergency operations.
3. Controls internal and external communications.
4. Prepares report for District Emergency Command Center.

2) FIRST-AID STATION (See Map)

- Principal – Alicia Megofna
- Office Assistant – Cynthia Chavez

Responsibilities of the First-Aid Team are as follows:

1. Get report from the Office Staff in the assembly area of injured/missing students.
2. Get the first-aid supplies from the emergency bin located next to room 24.
3. Set up the First-Aid station.
4. Treat injured students from Search and Rescue teams.
5. Establish sanitation area.
6. Establish morgue (in Room 3), if needed.

3) EMERGENCY BIN (See Map)

- Assistant Principal – Joseph Archival
- Campus Security Personnel – Rose Smith and Ronnie Bas

Responsibilities of the Emergency Bin are as follows:

1. Open the emergency bin located at the North-East corner of the field (next to Room 24) and take out first-aid supplies that the Search & Rescue Teams and First-aid team needs.
2. Support First Aid and Search and Rescue Teams.

4) MAINTENANCE/BUILDINGS/GROUNDS- (Custodian Responsibilities)

- Principal – Alicia Megofna
- Custodian – Mario Arvizu

Responsibilities include securing all gates, checking all areas for structural damage, and assessing the safe use of all areas in addition to the following:

1. Lock all gates to all areas of the school.
2. Check for structural soundness: cafeteria, restrooms first, then all classrooms and office area. Locate injured persons by looking in all places while using your voice.
3. Report findings to the Emergency Command Center and Search and Rescue.
4. Keep assembly areas and restrooms clean and clear of debris.
5. Clean up hazardous materials, as appropriate.
6. When finished with the above, join the Search and Rescue team.

5) CAMPUS SECURITY RESPONSIBILITIES (see map)

- Assistant Principal – Joseph Archival
- Campus Security Personnel – Rose Smith and Ronnie Bas

The following procedures are to ensure the safety and security of all students and staff in the evacuation area.

1. Monitor the evacuated area to keep intruders from entering and to keep students from leaving the grounds without being properly released.
2. Send all parents/guardians to the Emergency Command Center to pick up their children.
3. Use two-way radios to communicate with each other and administrators only when necessary. Use non-emergency channel only (currently channel 1).
4. Assist teachers and staff in the evacuation area in any way necessary until permitted to leave by an administrator.

6) SEARCH AND RESCUE (See Map)

Led by Assistant Principal Joseph Archival

EQUIPMENT:

- Master Keys
- Radio
- Clipboard/Report Sheet
- First Aid Equipment
- Flash lights
- Whistles

TEAM A – BLUE ZONE (Room 9, 10, 11, 12, 16, 17, 18, 19, 20, 21, 22, 23, 24)

- Jeremy Cisneros
- Mark Mussari

TEAM B – RED ZONE (Room 1, 2, 3, 4, 5, 6, 7, 8, 13, ASB, 15)

- Damian Conception
- Flor Perez

TEAM C – OFFICE, CAFETERIA, PERIMETER, STAFF ROOM, STUDENT CENTER

- Richard English
- Caroline Ramirez

Responsibilities include the following:

1. Search Areas – All classrooms, Makerspace, Student Center, ASB room, staff room, front office, and student restrooms.
 2. The teachers have red and green signs to put on the doors. Red indicates someone is trapped or injured in the room, green indicates all clear.
 3. Get equipment from the sea bin, check-in with the Emergency Command Center to pick up the Emergency Disaster Reporting forms. There will be three Search & Rescue teams.
 4. The Search and Rescue Teams check rooms. After each room check, radio to the First Aid Station and they will send someone to pick up the injured.
 5. The Search & Rescue teams will put a blue check mark on the door when the room is cleared of students. If there is a blue x, there is an injured student/teacher in there. The blue tape is in the emergency backpacks.
 6. The team will be equipped with flashlights and tape from their backpacks.
 7. Upon completion of their run, ***Search and Rescue Team Members*** will serve as runners between the Emergency Command Center and the evacuation area. These teams will pick up students from the evacuation area to be released to their parents or guardians at the Emergency Command Center.
-

7) REUNIFICATION/CRISIS TEAM

- Social Worker – Ashley Chismark
- Counselor – Daniel Leyva
- RSP teacher - Erica Umeh
- Psychologist - Maria Dominguez (when on-site)

Student Release Procedures:

Students will be released from the Emergency Command Center. Students will be called from the assembly area to be released to their parents. The gate release staff (office staff and administrators) will inform teachers that one of their students is leaving. Teachers will receive a copy of the release slip. Gate release staff will do the following to ensure student security:

1. Check all emergency card information before releasing a student to parents/guardians.
2. Fill out the release slip and send a copy to retrieve the student from the evacuation area.
3. All copies of release slips will be retained at the Emergency Command Center.

Responsibilities of the Office Staff are as follows:

1. Consult with each other about any serious problems/injuries.
 2. Get a list of missing/injured children from each teacher in your area. Use the Scholar Accountability form to document all pertinent information.
 3. Form will be picked up by the support team.
 4. Return to your students in the assembly area.
 5. Continue taking forms to the Emergency Command Center as they arrive to you.
-

8) FIELD SUPERVISION

Advisors:

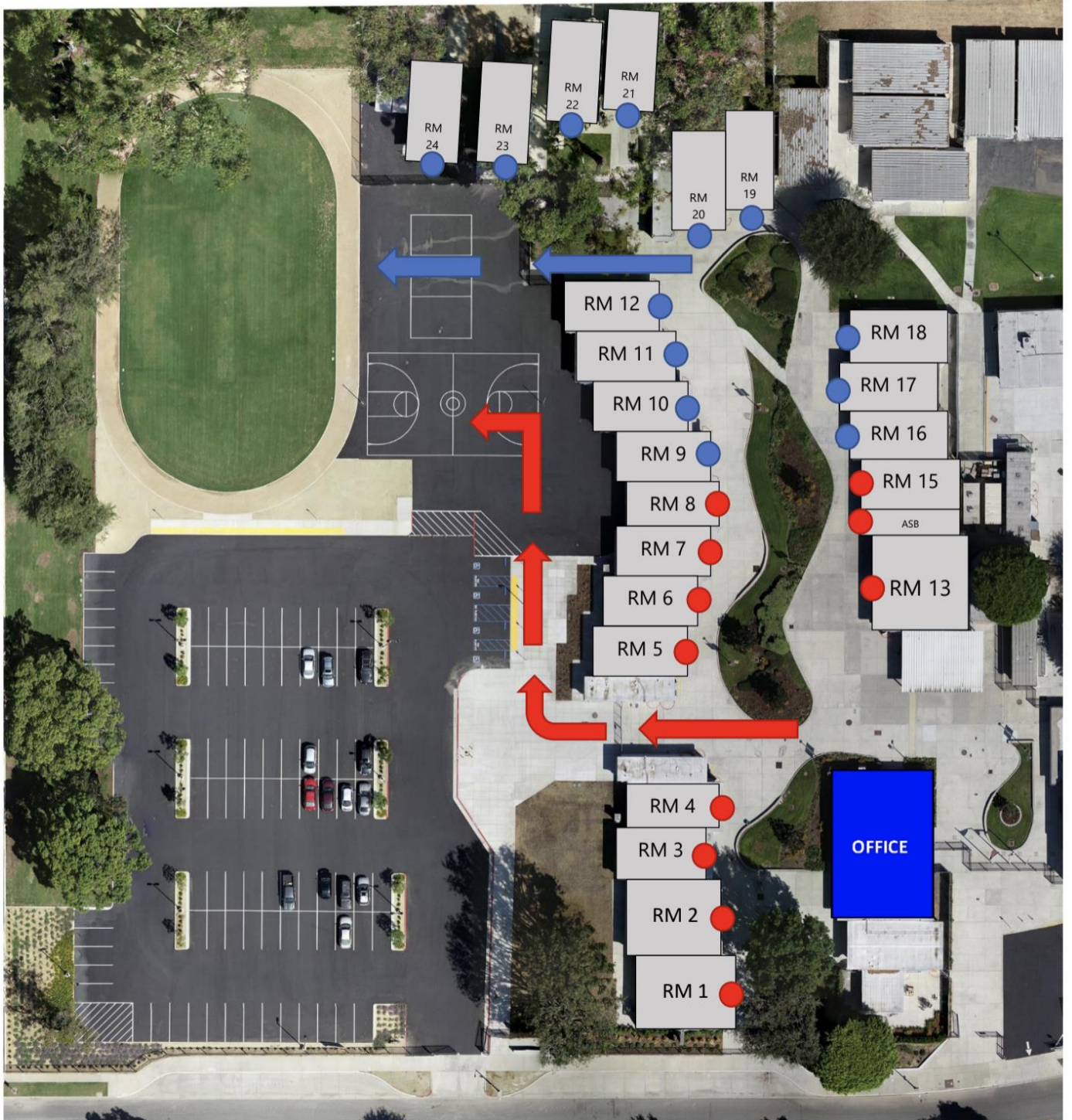
Chelsea McFadyen (Room 1)
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Anthony Meyer (Room 17 and 16-Flor's class)
Wences Zepeda (Room 18 and 19-Rich's class)
Pedro Navarro (Room 23)
Samantha Sianez (Room 24)

Responsibilities include the following:

1. Bring Emergency Backpack to the field
2. Supervise students while on the field. Making sure they are sitting down by classroom
3. Take attendance and report missing or injured students
4. Release students following release procedures
5. Supervise students' of "neighbor advisor" who are not with their class due to other responsibilities (search and rescue, etc.).

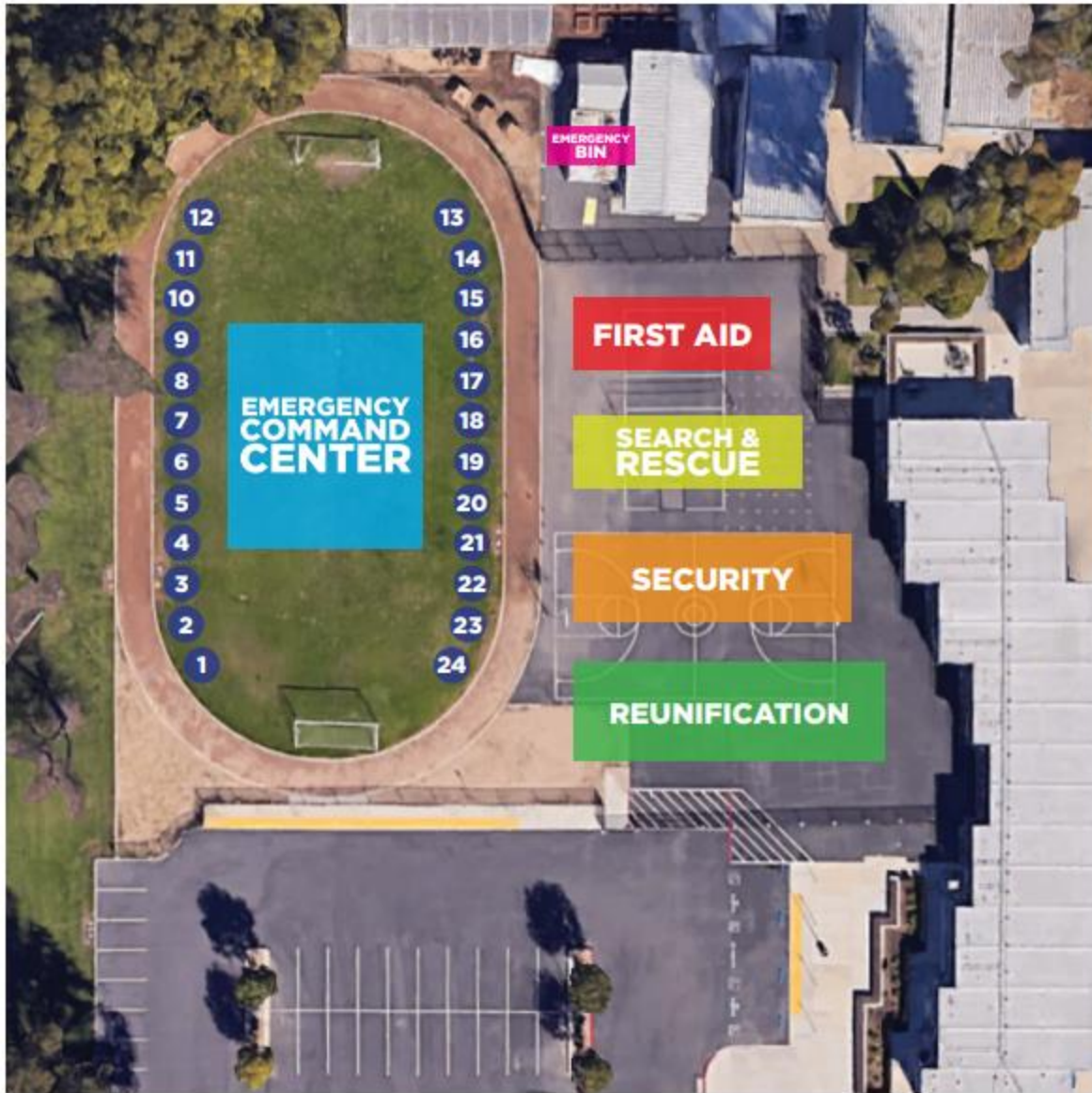
ODYSSEY STEM ACADEMY

Emergency Evacuation Map & Plan



ODYSSEY STEM ACADEMY

FIELD EVACUATION MAP



“Neighbor Advisor” is the class next to you whose scholars will join your class if that advisor is part of the search and rescue team or has a special assignment

MORGUE: RM 3

**Odyssey STEM Academy
Scholar Accountability Form**

Advisor: _____ Room: _____

Scholar Room Count: _____

Scholar Count on Field: _____

Scholars Missing:

Absent Scholars:

Injuries:

With Advisor:		Remaining in the Room:	
Scholar's Name	Injury	Scholar's Name	Injury

**Odyssey STEM Academy
Scholar Accountability Form**

Advisor: _____ Room: _____

Scholar Room Count: _____

Scholar Count on Field: _____

Scholars Missing:

Absent Scholars:

Injuries:

With Advisor:		Remaining in the Room:	
Scholar's Name	Injury	Scholar's Name	Injury

EMERGENCY PHONE NUMBERS

DISTRICT PERSONNEL:

Safety & Security	(562) 618-1393
Superintendent	(562) 602-6011
Maintenance Department	(562) 602-8088
Educational Services	(562) 602-6017
Business Services	(562) 602-6025

COMMUNITY AGENCIES:

Fire/Paramedics	911
Lakewood Sheriff's Station	(562) 623-3500
Gas Company	(800) 427-2200
Electric Company	(800) 611-1911
Water Company	(562) 220-2010
Building & Safety	(562) 220-2035

In the event of a natural disaster, you may not have use of the telephone for information or advice, in which case you may have to depend on radio, television, or cellular phone.

Out of state telephone networks will be established by Emergency Relief Agencies as soon as possible following a disaster, therefore, select an out-of-state relative or friend to be your emergency contact. Make sure all members of your family know the phone number of this contact and use it should you be separated and require information about various family member's safety and/or location.

Crisis Control Team and Crisis Intervention Plan

The Crisis Control Team has been organized to deal with mass student unrest and other incidents that can disrupt normal school activities or jeopardize the safety of students and staff. The team will meet and share information that has been gathered should a crisis arise. Team members will be assigned to different areas of the campus depending upon the emergency situation.

The ***Crisis Control Team*** members are as follows:

Alicia Megofna	Principal
Joseph Archival	Assistant Principal
Ashley Chismark	Social Worker
Daniel Leyva	Counselor
Erica Umeh	RSP teacher
Maria Dominguez	Psychologist (when on-site)

In the event of a crisis, please follow the *Crisis Intervention Plan* below.

CRISIS INTERVENTION PLAN:

1. There will be an immediate staff meeting (time depends upon when the information comes forth).
2. The Principal will contact Student Services to inform them of the situation and request the crisis team.
3. The Crisis Control Team will meet in the principal's office.
4. The following rooms are identified for the site and district crisis teams to work:
 - Student Center
5. If appropriate, an announcement will be made to the school (via PA or memo delivered for teachers to read) regarding the crisis.
6. Teachers will give their students any additional facts as needed while assessing their reactions:

Plan A: Whole Class activity:

- Restorative Circle
- Draw how they feel
- Journal writing
- Write a letter to: victim, family, politicians, etc.

Plan B: Individual Students in need (visibly upset, distraught):

- Use a referral form and send it to the office with a responsible student or an adult on grounds. Administrators, social worker, and other personnel will go to classrooms to collect referrals and students.
7. If you notice any staff member who needs support, please send a note, preferably with an adult, and stapled together for confidentiality purposes, to the office and an adult will respond immediately.
 8. Support staff will be directed as needed by the administrator in charge.

Lockdown Procedures

Armed Threat on Campus

If events occur which require us to “Lock Down” our campus to ensure student and staff safety, the following procedures are to be followed:

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. **“Lockdown. Lockdown. Lockdown. Locks, Lights, Out of Sight.”**
2. The office will notify proper authorities including the district office and local law enforcement – Lakewood Sheriff Station **(562) 623 – 3500.**
3. Teachers are to adhere to the following procedures:
 - a. Lock classroom doors. Cover windows and doors.
 - b. Keep all students inside and away from windows.
 - c. No student may be permitted to leave the classroom until the “all clear” notification. (This includes bathroom breaks).
 - d. Make sure internal and secondary doors are operable.
4. **IF teachers are in the staff room, they are to remain in the staff room.** If teachers are off campus they will be locked out of the school.
5. **There will NOT be an all-clear announcement.** Law Enforcement will be given keys to our school and they will be giving the individual class the “All Clear.”
6. **DO NOT OPEN YOUR DOOR FOR ANYONE.**
 - a. The office will make a general announcement for students to go directly to the classroom nearest them.
 - b. For student accountability, *the office* will contact all classes to determine if you have students out of class or students from another classroom. Keep the phone lines clear unless there is an emergency.
 - c. If students are on break, teachers are to report to their classrooms immediately to receive students who have been directed to class by the supervising personnel.
 - d. The supervising teachers, noon duty aides, campus security and the custodian are to clear the students from the field and common areas and then lock all campus gates.
 - e. The office will maintain contact with authorities until an “all clear” has been established. An announcement will be made to all: **“You are now clear to unlock your doors.”**

* If students or staff members need to use the bathroom, Emergency Classroom Kits (in the orange buckets) are available in every classroom.

Secure Civil Unrest

Off Site Law Enforcement Activity in Vicinity

If events occur which require us to “Secure” our campus to ensure student and staff safety, the following procedures are to be followed:

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. **“Secure! Get Inside. Lock Outside Doors. I repeat...”**
2. The office will notify proper authorities including the District Office and local law enforcement – Lakewood Sheriff Station **(562) 623 – 3500**.
3. Teachers are to adhere to the following procedures:
 - a. Lock their classroom doors.
 - b. Keep all students inside and away from doors and windows.
 - c. Duck and cover.
 - d. Turn off the lights
 - e. No student may be permitted to leave the classroom until the “all clear” announcement. (This includes bathroom breaks.)
 - f. Make sure internal and secondary doors are operable
4. For student accountability, *the office* will contact all classes to determine if you have students out of class or students from another classroom. Keep the phone lines clear unless there is an emergency.
5. Custodian and Campus Security Personnel will lock outside gates and restrooms.
6. Remind students to stay calm; classroom activities can resume.
7. The office will maintain contact with authorities until an “All Clear” has been established. An announcement will be made to all: **“You are now clear to unlock your doors.”**

* If students or staff members need to use the bathroom, Emergency Classroom Kits (in the orange buckets) are available in every classroom.

Evacuation Fire or Other Natural Disaster, Bomb Threat

DUCK AND COVER/EVACUATION PROCEDURES

Earthquake Drill

1. Intercom announcement #1: "Attention. Attention. Attention. Drop, cover, hold."
2. You will instruct your students to duck and cover under their desks. The teacher will also duck and cover.
3. Intercom announcement #2: "Evacuate to the field."
4. You will instruct your students to evacuate and leave their things behind except for their phones.
5. Leave your door unlocked for search and rescue.

Fire Drill

1. Fire alarm will sound
2. You will instruct your student to evacuate and leave their things behind except their cell phones.
3. Leave your door unlocked for search and rescue.

During an actual earthquake:

1. **You will tell your students to duck, cover, and hold.**
2. **You will be on your own to determine when to evacuate.**

RESPONSIBILITIES AND DUTIES OF STAFF/TEACHER RESPONSIBILITIES:

1. *Instruct your students to duck and cover under the desks, table, or a firm structure.
2. Evacuate the classroom with the teacher being the last one out of the classroom, and then move to your assigned assembly area.
3. If there is an injured student in your classroom, attach the student's name sticker to him/her and leave the injured student. Put a "red card" on the door to designate that there is an injured person in the room.
4. Close the door and leave it *unlocked*.
5. Line up at your designated area on the field. Coach scholars to remain standing or sitting in a line and to remain quiet and listening to directions always.
6. After arriving at the assembly area, fill out the Disaster Reporting form and the Office Staff assigned to your area will pick it up.
7. Have the student at the front of your line display a green (all clear) or red (injured person) card to indicate the status of your students/classroom.
8. Only if necessary, keep students calm by giving them a quiet activity to complete (e.g. worksheets, journaling, etc.).
9. RSP ONLY: If you have students from another class, send those students back to their teacher once you arrive at the assembly area.

Smog Alert Procedures

STAGE I

- Discontinue/cancel all strenuous outdoor physical activities. Students who have respiratory difficulties shall be allowed to remain indoors.

STAGE II

- Students will remain indoors except for passing to other classes. All outdoor activities shall be curtailed.
- Meetings requiring traveling between facilities will be canceled.
- Staff members are encouraged to use carpools or buses.

STAGE III

- All activities will be canceled, except for the closing of school.
- Students will eat indoors in the Multipurpose Room. (Follow Rainy Day Schedule).
- Staff members are encouraged to use carpools or buses.

Black Out Procedures

These are the guidelines and follow-up procedures that will be used in case of a black out.

- Students and staff are not to be dismissed.
- The office staff (Custodian/Administration) will notify the Superintendent's Office and Operations.
- A student runner will advise teachers of a black out situation.
- If rooms become too dark, you may work outside. Teachers must notify the office of their location.

Helpful Hints:

- When appropriate, get students used to working with the lights off.
- Turn your lights off as you leave the classroom.

Accessibility and Support for Emergency Procedures For Students with Disabilities Odyssey STEM Academy

SB323 Accessibility for Emergency Procedures

Odyssey STEM Academy at this time does not have students with IEP plans that need any appropriate accommodations during these instances. Any educational partner, including students, may bring concerns to the site principal if they believe that an individual's access to appropriate disaster safety procedures is not sufficiently accommodated.

Note: The Special Education Department will send a reminder to IEP teams that they should identify the unique needs of students and any appropriate accommodations for emergency procedures in their IEPs.



IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

ODYSSEY STEM ACADEMY

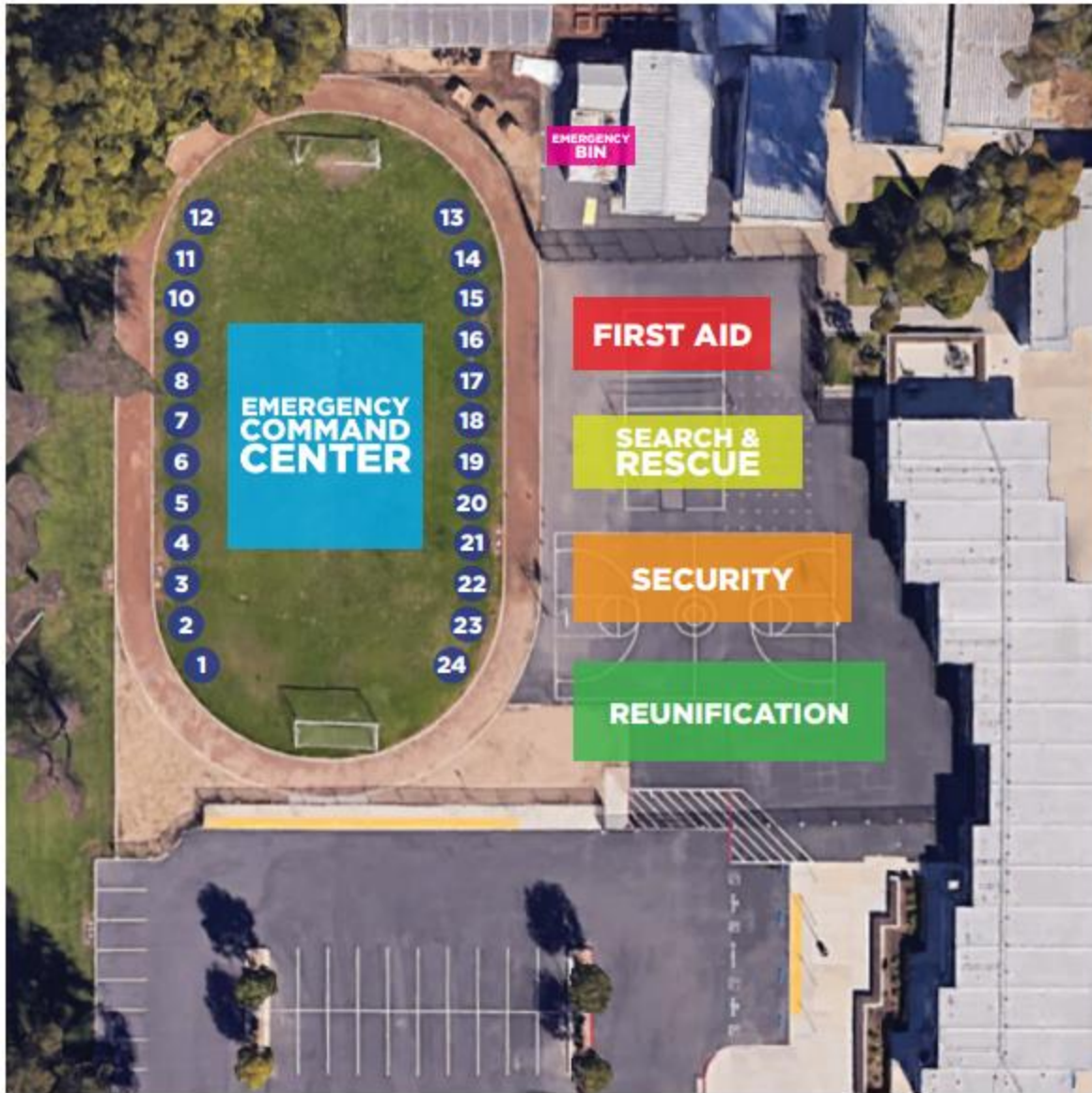
Emergency Evacuation Map & Plan



ODYSSEY

STEM ACADEMY

FIELD EVACUATION MAP



"Neighbor Advisor" is the class next to you whose scholars will join your class if that advisor is part of the search and rescue team or has a special assignment

MORGUE: RM 3

FAMILY REUNIFICATION FORM

Name of person requesting custody of student(s): _____

Verified by: Driver License or Govt. ID Known to Staff Other: _____

Relationship to Student(s): <input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Listed by Parent / Guardian in Records <input type="checkbox"/> Other: _____			
NAME OF STUDENT(S)	SCHOOL	GRADE	AVAILABLE FOR RELEASE*
<i>* Verify with student holding area that student is available to be released</i>			

NOTES:

REQUEST GATE

I have verified the identity of this person and that this person has the authority to take custody of the students listed on this form

Name of Request Gate Official _____ Signature of Request Gate Official X_____

RELEASE GATE

I have verified the identity of the person to take custody of the students and the identity of the students listed on this form

Name of Release Gate Official _____ Signature of Release Gate Official X_____

Signature of Person Taking Custody of Student(s) X_____

Odyssey STEM Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Odyssey STEM Academy
Street	3701 Michelson Street
City, State, Zip	Lakewood, CA 90712-1402
Phone Number	(562) 602 - 8032
Principal	Alicia Megofna
Email Address	AMegofna@paramount.k12.ca.us
School Website	https://odyssey.pusdschools.net/
Grade Span	9-12
County-District-School (CDS) Code	19648730136705

2024-25 District Contact Information

District Name	Paramount Unified School District
Phone Number	(562) 602-6000
Superintendent	Dr. Joshua Lightle
Email Address	JLightle@paramount.k12.ca.us
District Website	www.paramount.k12.ca.us

2024-25 School Description and Mission Statement

School Description and Mission Statement

Odyssey STEM Academy (OSA) is a schoolwide Title 1 public, non-charter high school located in Lakewood, California within the Paramount Unified School District (PUSD). Odyssey opened in August 2018 with 142 9th grade scholars, a result of the High School Promise Initiative, in an effort to redesign the high school experience. The school's mission, purpose, values, and guiding principles are rooted in equity, learner-centric, authentic work, learning beyond classroom walls, and family engagement. All school-wide practices, policies, programs, and partnerships were designed and are continuously reviewed and

2024-25 School Description and Mission Statement

revised to ensure equitable access to educational programs, internship opportunities, and academic and social-emotional well-being for all learners. Learners use inquiry to design projects to address STEM challenges where literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful learning and culturally relevant experiences across all disciplines.

In the school's mission statement, Odyssey STEM Academy empowers learners by awakening their curiosity and passion to transform themselves and the world. Odyssey values an equitable education for all, an inclusive, culturally-connected community, teaching learners to use their minds, hearts, and determination within the school. Our learners have opportunities to intern with professionals and community leaders to develop their interpersonal, intrapersonal, and intellectual skills and learn how to navigate systems, build relationships, and establish a professional network.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	63
Grade 10	111
Grade 11	104
Grade 12	110
Total Enrollment	388

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.7
Asian	1
Black or African American	7.5
Hispanic or Latino	86.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.5
White	3.1
English Learners	7.5
Foster Youth	0.5
Homeless	1.5
Socioeconomically Disadvantaged	93.3
Students with Disabilities	12.4

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.10	65.73	548.70	85.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	8.22	18.00	2.83	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	26.00	14.30	2.25	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	55.50	8.69	18854.30	6.86
Total Teaching Positions	18.50	100.00	639.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.60	72.48	571.00	87.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.31	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	11.04	19.90	3.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	14.26	15.80	2.41	11953.10	4.28
Unknown/Incomplete/NA	0.50	2.17	47.20	7.20	15831.90	5.67
Total Teaching Positions	23.00	100.00	656.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	72.93	542.80	88.08	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.48	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	13.64	15.30	2.50	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	11.25	17.50	2.84	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.13	37.50	6.10	14303.80	5.15
Total Teaching Positions	23.40	100.00	616.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.50	2.50	3.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	2.50	3.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.9
Local Assignment Options	4.80	3.20	1.6
Total Out-of-Field Teachers	4.80	3.20	2.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.90	12.9	22.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.7	1.5

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 4 Quarterly Reports for Uniform Complaints for 2023-2024 can be accessed from the following website link:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Pearson Education) Grade 9 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 10 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 11 My Perspectives 9th Gr.Vol 1-2 / 2017 (Pearson Education) Grade 12 My Perspectives 9th Gr.Vol 1-2 / 2017 (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 (Bedford/St. Martin's) Grade 12 Literature: A Portable Anthology / 2024 (Bedford/St. Martin's) Grade 12 Ideas in Literature / 2024 Perfection Learning Grade 10-12 AP English Language and Composition / 2023	Yes	0%

	(McGraw Hill) Grade 11-12 Glencoe Speech 3rd Edition / 2018		
Mathematics	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (Pearson) Grade 9-12 Geometry, California Common Core / 2014 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2014 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (UC Regents)/IDS Grade 9-12 IDS Digital Subscription / 2020 (Cengage Learning) Grade 10-12 Understandable Statistics 11th Ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics Year 1 / 2018 (SASC, LLC) Grade 9 Interactive Mathematics Year 2 / 2018 (SASC, LLC) Grade 9-10 Interactive Mathematics Year 3 / 2019 (SASC, LLC) Grade 9-11 Interactive Mathematics Year 4 / 2020 (Bedford Freeman Worth) Grade 10-12 The Practice of Statistics / 2017 (Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018	Yes	0%
Science	(Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018 (Bedford Freeman Worth) Grade 10 Environmental Science for AP 3rd Edition / 2019 (Discovery Education) Grade 9-12 NGSS Science Textbook High School Living Earth / 2020 (Freeman & Worth) Grade 10-12 Principles of Life 2nd Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Textbook High School Chemistry / 2020 (Cengage) Grade 10-12 Chemistry, 9th Edition / 2014 (Discovery Education) Grade 10-12 NGSS Science Techbook High School Physics / 2020 (Discovery Education) Grade 9-12 Physics of the Universe / 2023 (Pearson) Grade 9 Conceptual Physics, 12th Edition / 2018 (John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014 (Pearson Benjamin Cummings) Grade 10-12 Essentials of Human Anatomy & Physiology 9th Ed. / 2008	Yes	0%
History-Social Science	(McGraw Hill) Grade 10 IMPACT CA: World History / 2018 (Bedford Freeman Worth) Grade 10-12 Ways of the World 4th Edition / 2022 (McGraw Hill) Grade 11 IMPACT CA: US History & Geography / 2018 (McGraw Hill) Grade 12 IMPACT CA: Principles of American Democracy / 2018 (Bedford Freeman Worth) Grade 12 American Government: Stories of a Nation / 2021 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Bedford Freeman Worth) Grade 12 Krugman's Economics for the AP Course 3rd Editions / 2021	Yes	0%

	<p>(Cengage) Grade 11 The American Pageant : 16th Edition / 2018</p> <p>(WW Norton & Co.) Grade 10-12 Cultural Anthropology: A Toolkit for a Global Age 4th Ed / 2023</p> <p>(Cengage) Grade 10-12 World Cultures and Geography 2nd Ed / 2023</p> <p>(Pearson) Grade 9 The Cultural Landscape : An Introduction to Human Geography, 12th Ed. / 2016</p> <p>(Hill and Wang) Grade 9-12 Changes in the Land : Indians, Colonists, and the Ecology of New England / 2019</p> <p>(House of Anansi Press) Grade 9-10 The Wayfinders : Why Ancient Wisdom Matters in the Modern World / 2019</p> <p>(WW Norton & Co.) Grade 9-10 Something New Under the Sun : An Environmental History of the 20th Century / 2019</p> <p>(Cambridge) Grade 9-10 Ecological Imperialism : The Expansion of Europe 900-1900 / 2019</p> <p>(Penguin Books) Grade 9-10 Collapse : How Societies Choose to Fail or Succeed / 2019</p> <p>(Spiegel and Grau) Grade 9-10 Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World / 2019</p> <p>(Pearson) Grade 9-10 Environmentalism : A Global History / 2019</p> <p>(Seven Stories Press) Grade 10-12 A Different Mirror for Young People / 2021</p> <p>(Seven Stories Press) Grade 10-12 A Young People's History of the United States / 2021</p> <p>(Holt, Rinehart & Winston) Grade 10-12 Psychology 3rd Edition / 2024</p> <p>(Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018</p> <p>(McGraw Hill) Grade 10-12 Sociology: A Brief Introduction, 14th Edition / 2024</p>		
Foreign Language	<p>Teacher's Discovery Grade 9-12 Spanish 1 Voces Digital Subscription / 2020</p> <p>Teacher's Discovery Grade 10-12 Spanish 2 Voces Digital Subscription / 2020</p> <p>Teacher's Discovery Grade 10-12 Spanish 3 Voces Digital Subscription / 2020</p> <p>Vista Higher Learning Grade 10-12 Intriguas / 2020</p> <p>Vista Higher Learning Grade 10-12 Temas / 2020</p> <p>Vista Higher Learning Grade 9-12 Galeria 1 / 2020</p> <p>Vista Higher Learning Grade 10-12 Galeria 2 / 2020</p> <p>Teacher's Discovery Grade 10-12 French 1 Voces Digital Subscription / 2020</p> <p>Teacher's Discovery Grade 10-12 French 2 Voces Digital Subscription / 2020</p> <p>Teacher's Discovery Grade 10-12 French 3 Voces Digital Subscription / 2020</p>	Yes	0%
Health	<p>(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006</p>	Yes	0%
Visual and Performing Arts	<p>(Glencoe/McGraw-Hill) Grade 9-12 Art in Focus / 2005</p> <p>(Glencoe/McGraw-Hill) Grade 9-12 ArtTalk / 2005</p> <p>(Human Kinetics) Grade 9 Experiencing Dance / 2008</p> <p>(Glencoe/McGraw-Hill) Grade 9-12 Music! / 2008</p> <p>(Perfection Learning) Grade 10-12 Basic Drama Projects 9th Ed. / 2017</p> <p>(Glencoe/McGraw-Hill) Grade 9-12 Theatre: Art in Action / 2007</p>	Yes	0%

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

School Facility Conditions and Planned Improvements

School Facility is in very good condition

Year and month of the most recent FIT report

October 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Merv 16 filter installed in all HVAC- DONE
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	74	39	40	46	47
Mathematics (grades 3-8 and 11)	16	33	21	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	101	100.00	0.00	74.26
Female	46	46	100.00	0.00	84.78
Male	55	55	100.00	0.00	65.45
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	75.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	92	100.00	0.00	73.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	101	100.00	0.00	32.67
Female	46	46	100.00	0.00	32.61
Male	55	55	100.00	0.00	32.73
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	92	92	100.00	0.00	31.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.36	44.24	17.61	17.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	217	100.00	0.00	44.24
Female	93	93	100.00	0.00	45.16
Male	123	123	100.00	0.00	43.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	189	189	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	202	202	100.00	0.00	43.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	27	100.00	0.00	0.00

2023-24 Career Technical Education Programs

N/A

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	63
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	96.33

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent Involvement

Parents are invited to join in the academic and extracurricular programs through Odyssey STEM Academy's School Site Council (SSC) and Parent Teacher Student Association (PTSA). The School Site Council is a parent advisory committee that assists the principal and staff in planning the educational programs at the school. Meetings are held throughout the school year. Parent Teacher Student Association is a voluntary group that plans and recognizes learners and staff throughout the school year for academic, behavior, and social-emotional growth in academics and extracurricular activities.

Our family involvement plan creates a support network where our families are involved in their children's learning process. As partners, families are welcome and participate in trimester exhibitions, parent conferences, and internship experiences. Their involvement into the learners' projects identifies the learning process and improves home-to-school communication through ParentSquare, parent communication platform. Monthly Parent University sessions serve to strengthen parent's understanding and skills about how to best help their scholars be successful by sharing information on a variety of topics. Beyond the collaboration on the learner-led experiences, families are encouraged to discuss their learners' needs through ParentSquare, phone calls, and parent-learner-staff conferences. Parents are informed of their learners' progress via streamed progress reports.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	1.0	0.0	3.7	6.5	7.8	7.8	8.2	8.9
Graduation Rate	100.0	99.0	100.0	91.8	90.0	90.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	109	109	100.0
Female	44	44	100.0
Male	65	65	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	96	96	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	17	17	100.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	107	107	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	18	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	388	56	14.4
Female	177	172	24	14.0
Male	221	216	32	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	29	29	1	3.4
Filipino	--	--	--	--
Hispanic or Latino	345	335	48	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	12	3	25.0
English Learners	31	30	8	26.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	369	362	54	14.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	4	8.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.42	3.6	2.76	1.86	3.39	2.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.04	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0.00
Female	1.13	0.00
Male	4.07	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Odyssey STEM Academy provides a safe and clean campus to promote a positive learning environment for learners and staff. Administrators, counselor, school social worker, teachers, campus security, noon duty aides, and instructional support staff provide supervision and guidance for learners on campus at all times. Communication between administration, campus

2024-25 School Safety Plan

security, and front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to the office. Odyssey maintains the school safety plan, which is annually reviewed and approved by the School Site Council (current plan on November 2, 2023). The plan establishes the procedures in place should a disaster occur where specialty teams have been created for search and rescue, first aid, student accountability, and reunification. Emergency drills, such as fire, earthquake, and lockdown/lockout are held monthly. This plan is shared with staff, and the teachers discuss how to prepare for the variety of emergencies with the learners through advisory. The School Safety Plan includes information on:

- SB 187 Overview
- Mandated cross-reporting items
- Child Abuse Reporting
- Parent Liability
- Policy Statements
- Employee Discipline
- Drug/Tobacco/Alcohol Free Campus
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access
- Disaster/Emergency Plan Procedures

With the high school promise initiative, the District has made improvements to the school site including classroom modifications, painting of exterior walls and doors, window installation, floor to ceiling classroom whiteboards, classroom furniture, grounds beautification, construction of a greenhouse, and physical education area. The campus is maintained daily by the site custodian and a crew of district custodians for evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Administration and support staff also play a role in keeping the grounds clean.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	44	1		11
Mathematics	31	1	11	8
Science	40	2	2	4
Social Science	29	2	8	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	1	6
Mathematics	29	2	11	8
Science	24	5	7	5
Social Science	24	4	10	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	11	8	3
Mathematics	26	4	8	3
Science	20	6	8	
Social Science	27		8	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	388

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,884.48	288.09	7,596.39	78,886.77
District	N/A	N/A	14,399.09	126,813.75
Percent Difference - School Site and District	N/A	N/A	-61.9	-46.6
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-34.6	-21.4

Fiscal Year 2023-24 Types of Services Funded

The district receives additional funds for a number of special services and programs. Among the special services offered are the following:

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.

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

Fiscal Year 2023-24 Types of Services Funded

funding for students with greater challenges.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,485	\$59,551
Mid-Range Teacher Salary	\$97,077	\$93,855
Highest Teacher Salary	\$127,968	\$120,219
Average Principal Salary (Elementary)	\$168,593	\$151,525
Average Principal Salary (Middle)	\$172,610	\$158,215
Average Principal Salary (High)	\$187,581	\$171,087
Superintendent Salary	\$334,586	\$300,043
Percent of Budget for Teacher Salaries	30.21	31
Percent of Budget for Administrative Salaries	4.22	4.91

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

Ongoing professional learning is embedded in the school day and offered after hours. All staff are encouraged to attend these sessions as they relate to professional duties and continuous growth. The chart below reflects the full days dedicated to districtwide professional learning for all certificated and classified staff.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	2

Academia STEM Odyssey

Informe de Responsabilidad Escolar para 2023-2024 (Publicado Durante el Ciclo Escolar 2024-2025)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

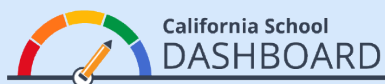
Una copia física del Informe de Responsabilidad Escolar está disponible en su Oficina Escolar, bajo petición.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en <https://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (Dashboard) Escolar de California



La Interfaz (*Dashboard*) Escolar de California <https://www.caschooldashboard.org/> refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.
Requisitos de Admisión a la Universidad de California (UC, por sus siglas en inglés)	Requisitos de admisión para UC se adhieren a pautas establecidas en el Plan Maestro, que requiere que .8° superior de los alumnos graduados de escuela preparatoria del estado, así como aquellos alumnos que trasladan y han exitosamente completado especificado cursado universitario, sean elegible para admisión a UC. Estos requisitos son diseñados para garantizar que todos los alumnos elegibles estén adecuadamente preparados trabajo de nivel universitario. Para requisitos sobre admisión general, favor de visitar el sitio web de Información sobre Admisión UC en https://admission.universityofcalifornia.edu/ .
Requisitos de Admisión a la Universidad Estatal de California (CSU, por sus siglas en inglés)	Elegibilidad para admisión a CSU es determinado por tres factores: (1) Cursos específicos de escuela preparatoria, (2) Calificaciones en cursos especificados y puntuaciones en pruebas y (3) Graduación de escuela preparatoria. Algunos planteles tienen estándares más exigentes para enfoques particulares o alumnos que viven fuera del área del plantel local. Debido a la cantidad de alumnos que solicitan, un par de planteles tiene estándares más exigentes (criterio suplementario para admisión) para todos los solicitantes. La mayoría de los planteles CSU cuentan con políticas que garantizan admisión local a los alumnos que se gradúan o trasladan de escuelas preparatorias y universidades que son históricamente brindadas servicios por un plantel CSU en esa región. Para información sobre admisión, solicitud y cuota, consulte el sitio web CSU en https://www2.calstate.edu/ .

Información de Contacto Escolar para 2024-25	
Nombre de la Escuela	Academia STEM Odyssey
Dirección	3701 Michelson Street
Ciudad, Estado, Código Postal	Lakewood, CA 90712-1402
Número Telefónico	(562) 602 - 8032
Director/a	Alicia Megofna
Dirección de Correo Electrónico	AMegofna@paramount.k12.ca.us
Sitio Web Escolar	https://odyssey.pusdschools.net/
Niveles de Grado	9-12
Código del Condado-Distrito-Escuela (CDS)	19648730136705

Información de Contacto Distrital para 2024-25	
Nombre del Distrito	Distrito Escolar Unificado de Paramount
Número Telefónico	(562) 602-6000
Superintendente	Dr. Joshua Lightle

Dirección de Correo Electrónico	JLightle@paramount.k12.ca.us
Dirección del Sitio Web Distrital	www.paramount.k12.ca.us

Descripción Escolar y Declaración de la Misión para 2024-25

Descripción escolar y declaración de la misión

La Academia STEM Odyssey (OSA, por sus siglas en inglés) es una escuela preparatoria pública que no es semiautónoma de Título 1 a nivel escolar ubicada en Lakewood, California dentro del Distrito Escolar Unificado de Paramount (PUSD, por sus siglas en inglés). Odyssey abrió en agosto del 2018 con 142 alumnos de 9o año, un resultado de la Iniciativa de Promesa de Escuela Preparatoria, en un esfuerzo para volver a diseñar la experiencia de la escuela preparatoria. La misión, propósito, valores, y principios de guía de la escuela están basados en equidad, enfocados en alumnos, trabajo autentico, aprendizaje más allá de las paredes del salón de clase, y participación familiar. Todas las prácticas, políticas, programas, y asociaciones a nivel escolar fueron diseñados y son continuamente repasados y modificados para garantizar acceso equitativo a programas educativos, oportunidades de prácticas profesionales, y bienestar académico y social-emocional para todos los estudiantes. Los estudiantes usan investigación para diseñar proyectos para abordar desafíos de “Ciencia, Tecnología, Ingeniería, y Matemáticas” (STEM, por sus siglas en inglés) donde la lectoescritura, numeración, conocimiento de contenido y habilidades son fortalecidos a través de conexiones a aprendizaje significativo y experiencias culturalmente relevantes en todas las disciplinas.

En la declaración de la misión de la escuela, la Academia STEM Odyssey potencia a los estudiantes despertando su curiosidad y pasión para transformarlos y al mundo. Odyssey valora una educación equitativa para todos, una comunidad inclusiva, conectada culturalmente, enseñando a estudiantes para usar sus mentes, corazones, y determinación dentro de la escuela. Nuestros estudiantes tienen oportunidades para hacer prácticas profesionales con profesionales y líderes de la comunidad para desarrollar sus habilidades interpersonales, intrapersonales, e intelectuales y aprender cómo navegar sistemas, desarrollar relaciones, y establecer una red profesional.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
9° Grado	63
10° Grado	111
11° Grado	104
12° Grado	110
Inscripción Total	388

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	44.3
Masculino	55.7
Asiático	1
Afroamericano	7.5
Hispano o Latino	86.3
Nativo de Hawái o Isleño del Pacífico	0.5
Dos o Más Orígenes Étnicos	1.5
Blanco	3.1
Estudiantes del Inglés	7.5
Jóvenes de Crianza Temporal	0.5
Indigentes	1.5
De Escasos Recursos Económicos	93.3
Alumnos con Discapacidades	12.4

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	12.10	65.73	548.70	85.85	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.30	0.37	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	1.50	8.22	18.00	2.83	11216.70	4.08
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	4.80	26.00	14.30	2.25	12115.80	4.41
Desconocido/Incompleto/NA	0.00	0.00	55.50	8.69	18854.30	6.86
Cantidad Total de Cargos Docentes	18.50	100.00	639.10	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	16.60	72.48	571.00	87.04	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.00	0.31	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	2.50	11.04	19.90	3.04	12001.50	4.30
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	3.20	14.26	15.80	2.41	11953.10	4.28
Desconocido/Incompleto/NA	0.50	2.17	47.20	7.20	15831.90	5.67
Cantidad Total de Cargos Docentes	23.00	100.00	656.10	100.00	279044.80	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2022-23

Autorización/A signación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	17.10	72.93	542.80	88.08	231142.40	100.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	2.90	0.48	5566.40	2.00
Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA)	3.20	13.64	15.30	2.50	14938.30	5.38
Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA)	2.60	11.25	17.50	2.84	11746.90	4.23
Desconocido/Incompleto/NA	0.50	2.13	37.50	6.10	14303.80	5.15
Cantidad Total de Cargos Docentes	23.40	100.00	616.30	100.00	277698	100

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “ineffective” bajo ESSA)

Autorización/Asignación	2020-21	2021-22	2022-23
Permisos y Exenciones	0.00	0.00	0
Asignaciones	1.50	2.50	3.2
Puestos con Vacante	0.00	0.00	0
Cantidad Total de	1.50	2.50	3.2

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “out-of-field” bajo ESSA)

Indicador	2020-21	2021-22	2022-23
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00	0.9
Opciones de Asignación Local	4.80	3.20	1.6
Cantidad Total de Maestros No En Su Rama	4.80	3.20	2.6

Asignaciones de Clases

Indicador	2020-21	2021-22	2022-23
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	10.90	12.9	22.1
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0.00	0.7	1.5

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2024-25

El Distrito Escolar Unificado de Paramount ha establecido Procedimientos uniformes de queja (UCP, por sus siglas en inglés) para abordar las denuncias por discriminación ilegal, acoso, intimidación y hostigamiento, así como las quejas que alegan la infracción de las leyes estatales o federales que rigen los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento del “Local Control and Accountability Plan” (Plan de Contabilidad y Control Local) (LCAP, por sus siglas en inglés).

Se puede acceder a los cuatro informes trimestrales sobre quejas uniformes para 2023-2024 desde el siguiente enlace del sitio web:

<https://www.paramount.k12.ca.us/pdf/4> Quarters of Williams Report on Uniform Complaints 2023-2024.pdf

Año y mes en los cuales se recopilaron los datos

Septiembre de 2024

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son de la adopción	Porcentaje de alumnos a quienes no se les asignaron sus propios libros de texto
---------	-----------------------------------------------------------------	-----------------------------------------	---------------------------------------------------------------------------------

		más reciente?	
Lectura/Artes Lingüísticas	(Pearson Education) 9° año My Perspectives 9th Gr.Volumen 1-2 / 2017 (Pearson Education) 10° año My Perspectives 9th Gr.Volumen 1-2 / 2017 (Pearson Education) 11° año My Perspectives 9th Gr.Volumen 1-2 / 2017 (Pearson Education) 12° año My Perspectives 9th Gr.Volumen 1-2 / 2017 (CRC Press) 9° año Design at Work: Cooperative Design / 2018 (Chicago Review Press) 9° año Design for the Real World / 2018 (New Riders) 9° año Designing for Interaction / 2018 (Basic Books) 9° año The Design of Everyday Things / 2018 (Simon and Schuster) 9° año Fahrenheit 451 / 2018 (Back Bay Books) 9° año The Soul of a New Machine / 2018 12.º grado: "Literature: A Portable Anthology/2024" (Literatura: una antología portátil/2024) (Bedford/St. Martin's) 12.º grado: "Ideas in Literature/2024" (Ideas en la literatura/2024) (Bedford/St. Martin's) 10.º-12.º grado: "AP English Language and Composition/2023" (Idioma inglés y composición de AP [Colocación Avanzada]/2023) (Perfection Learning) 11.º-12.º grado: "Glencoe Speech 3rd Edition/2018" (Oratoria de Glencoe, 3.a edición/2018) (McGraw Hill)	Sí	0%
Matemáticas	(Pearson) 9°-12° año Algebra 1, California Common Core / 2014 (Pearson) 9°-12° año Geometry, California Common Core / 2014 10.º-12.º grado: "Algebra 2, California Common Core/2014" (Álgebra 2, Normas básicas de California/2014) (Pearson) 10.º-12.º grado: "Honors Trigonometry/2003" (Trigonometría de honores/2003) (Houghton Mifflin) 9.º-12.º grado de IDS: "IDS Digital Subscription/2020" (Suscripción digital a IDS/2020) (UC Regents) 10.º-12.º grado: "Understandable Statistics, 11th Ed./2017" (Estadísticas comprensibles, 11.a edición/2017) (Cengage Learning) 9.º grado: "Interactive Mathematics Year 1/2018" (Matemáticas interactivas de primer año/2018) (SASC, LLC) 9.º grado: "Interactive Mathematics Year 2/2018" (Matemáticas interactivas de segundo año/2018) (SASC, LLC) (SASC, LLC) 9° año Interactive Mathematcis Year 1 / 2018 (SASC, LLC) 9° año Interactive Mathematcis Year 2 / 2018 (SASC, LLC) 9°-10° año Interactive Mathematics Year 3 / 2019 (SASC, LLC) 9°-11° año Interactive Mathematics Year 4 / 2020 (Bedford Freeman Worth) 10°-12° año The Practice of Statistics / 2017 (Pearson) 10°-12° año Blitzer Pre-Calculus / 2015 (Pearson) 10°-12° año AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) 11°-12° año Financial Algebra: Advanced Algebra with Financial Applications / 2018	Sí	0%

Ciencias	(Bedford Freeman Worth) 10°-12° año Environmental Science for AP 2nd Edition / 2018 (Bedford Freeman Worth) 10° año Environmental Science for AP 3rd Edition / 2019 (Discovery Education) 9°-12° año NGSS Science Textbook High School Living Earth / 2020 (Freeman & Worth) 10°-12° año Principles of Life 2nd Edition / 2014 (Discovery Education) 10°-12° año NGSS Science Textbook High School Chemistry / 2020 (Cengage) 10°-12° año Chemistry, 9th Edition / 2014 (Discovery Education) 10°-12° año NGSS Science Techbook High School Physics / 2020 (Discovery Education) 9°-12° año Physics of the Universe / 2023 (Pearson) 9° año Conceptual Physics, 12th Edition / 2018 (John Wiley & Sons) 10°-12° año Physics, 9th Edition / 2014 (Pearson Benjamin Cummings) 10°-12° año Essentials of Human Anatomy & Physiology 9th Ed. / 2008	Sí	0%
Historia-Ciencias Sociales	(McGraw Hill) 10° año IMPACT CA: World History / 2018 (Bedford Freeman Worth) 10°-12° año Ways of the World 4th Edition / 2022 (McGraw Hill) 11° año IMPACT CA: US History & Geography / 2018 (McGraw Hill) 12° año IMPACT CA: Principles of American Democracy / 2018 (Bedford Freeman Worth) 12° año American Government: Stories of a Nation / 2021 (McGraw Hill) 12° año IMPACT CA: Principles of Economics / 2018 (Bedford Freeman Worth) 12° año Krugman's Economics for the AP Course 3rd Editions / 2021 (Cengage) 11° año The American Pageant : 16th Edition / 2018 10.º-12.º grado: "Cultural Anthropology: A Toolkit for a Global Age 4th Ed/2023" (Antropología cultural: un conjunto de herramientas para la era global, 4.a edición/2023) (WW Norton & Co.) 10.º-12.º grado: "World Cultures and Geography, 2nd Ed/2023" (Culturas y geografía del mundo, 2.a edición/2023) (Cengage) (Pearson) 9° año The Cultural Landscape : An Introduction to Human Geography, 12th Ed. / 2016 (Hill and Wang) 9°-12° año Changes in the Land : Indians, Colonists, and the Ecology of New England / 2019 (House of Anansi Press) 9°-10° año The Wayfinders : Why Ancient Wisdom Matters in the Modern World / 2019 (WW Norton & Co.) 9°-10° año Something New Under the Sun : An Environmental History of the 20th Century / 2019 (Cambridge) 9°-10° año Ecological Imperialism : The Expansion of Europe 900-1900 / 2019 (Penguin Books) 9°-10° año Collapse : How Societies Choose to Fail or Succeed / 2019 (Spiegel and Grau) 9°-10° año Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World / 2019 (Pearson) 9°-10° año Environmentalism: A Global History / 2019 (Seven Stories Press) 10°-12° año A Different Mirror for Young People / 2021	Sí	0%

	(Seven Stories Press) 10°-12° año A Young People's History of the United States / 2021 10.º-12.º grado: "Psychology, 3rd Edition/2024" (Psicología, 3.a edición/2024) (Holt, Rinehart & Winston) (Bedford Freeman Worth) 10°-12° año Myers' Psychology for the AP Course 3rd Edition / 2018 10.º-12.º grado: "Sociology: A Brief Introduction, 14th Edition/2024" (Sociología: una breve introducción, 14.a edición/2024) (McGraw Hill)		
Idioma Extranjero	Teacher's Discovery 9°-12° año Spanish 1 Voces Digital Subscription / 2020 Teacher's Discovery 10°-12° año Spanish 2 Voces Digital Subscription / 2020 Teacher's Discovery 10°-12° año Spanish 3 Voces Digital Subscription / 2020 Vista Higher Learning 10°-12° año Intriguas / 2020 Vista Higher Learning 10°-12° año Temas / 2020 Vista Higher Learning 9°-12° año Galeria 1 / 2020 Vista Higher Learning 10°-12° año Galeria 2 / 2020 Teacher's Discovery 10°-12° año French 1 Voces Digital Subscription / 2020 Teacher's Discovery 10°-12° año French 2 Voces Digital Subscription / 2020 Teacher's Discovery 10°-12° año French 3 Voces Digital Subscription / 2020	Sí	0%
Salud	(Holt, Rinehart & Winston) 9°-12° año Lifetime Health / 2006	Sí	0%
Artes Visuales y Escénicas	(Glencoe/McGraw-Hill) 9°-12° año Art in Focus / 2005 (Glencoe/McGraw-Hill) 9°-12° año ArtTalk / 2005 (Human Kinetics) 9° año Experiencing Dance / 2008 (Glencoe/McGraw-Hill) 9°-12° año Music! / 2008 (Perfection Learning) 10°-12° año Basic Drama Projects 9th Ed. / 2017 (Glencoe/McGraw-Hill) 9°-12° año Theatre: Art in Action / 2007	Sí	0%

Condiciones de Instalación Escolar y Mejoras Planeadas

La instalación escolar está en buen estado.

Año y mes del más reciente informe FIT

Octubre de 2024

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			Filtro de Merv 16 (Valor mínimo de informe de eficiencia [Merv, por sus siglas en inglés]) instalado en todos los sistemas de climatización (HVAC, por sus siglas en inglés)- REALIZADO
Interior: Superficies Interiores	X			
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			

Condiciones de Instalación Escolar y Mejoradas Planeadas

Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
X			

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Artes Lingüísticas del Inglés/Lectoe escritura (3°-8° y 11° grado)	63	74	39	40	46	47
Matemáticas (3°-8° y 11° grado)	16	33	21	22	34	35

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	101	101	100.00	0.00	74.26
Femeninas	46	46	100.00	0.00	84.78
Masculinos	55	55	100.00	0.00	65.45
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	0	0	0	0	0

Afroamericano	--	--	--	--	--
Filipinos	0	0	0	0	0
Hispanos o Latinos	87	87	100.00	0.00	75.86
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	--	--	--	--	--
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	--	--	--	--	--
De Escasos Recursos Económicos	92	92	100.00	0.00	73.91
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	--	--	--	--	--

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	101	101	100.00	0.00	32.67

Femeninas	46	46	100.00	0.00	32.61
Masculinos	55	55	100.00	0.00	32.73
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	0	0	0	0	0
Afroamericanos	--	--	--	--	--
Filipinos	0	0	0	0	0
Hispanos o Latinos	87	87	100.00	0.00	33.33
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	--	--	--	--	--
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	--	--	--	--	--
De Escasos Recursos Económicos	92	92	100.00	0.00	31.52
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	--	--	--	--	--

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2022-23	Escuela 2023-24	Distrito 2022-23	Distrito 2023-24	Estado 2022-23	Estado 2023-24
Ciencia (5° y 8° grado y escuela preparatoria)	41.36	44.24	17.61	17.78	30.29	30.73

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2023-24

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	217	217	100.00	0.00	44.24
Femeninas	93	93	100.00	0.00	45.16
Masculinos	123	123	100.00	0.00	43.09
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericano	13	13	100.00	0.00	46.15
Filipinos	--	--	--	--	--
Hispanos o Latinos	189	189	100.00	0.00	42.86
Nativos de Hawái o Isleños del Pacífico	--	--	--	--	--
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	--	--	--	--	--
Estudiantes del Inglés	19	19	100.00	0.00	5.26
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	--	--	--	--	--
De Escasos Recursos Económicos	202	202	100.00	0.00	43.07
Alumnos Recibiendo Servicios de Educación Migrante	0	0	0	0	0
Alumnos con Discapacidades	27	27	100.00	0.00	0.00

Programa de Educación de Carrera Técnica para 2023-24

N/A

Participación en Educación de Carrera Técnica (CTE, por sus siglas en inglés) para 2023-24

Medida	Participación en Programa CTE
Cantidad de Alumnos que Participan en CTE	63
Porcentaje de Alumnos que Completaron un Programa de CTE y Obtuvieron el Diploma de Preparatoria	
Porcentaje de Cursos CTE Secuenciales o Articulados Entre la Escuela y las Instituciones de Educación Postsecundaria	

Matrícula/Cumplimiento de Cursos

Esta tabla exhibe la matrícula/cumplimiento de cursos para requisitos de ingreso a la Universidad de California (UC, por sus siglas en inglés) y/o Universidad Estatal de California (CSU, por sus siglas en inglés).

Medida del Curso para UC/CSU	Porcentaje
Alumnos Matriculados en Cursos Requeridos para su Admisión a UC/CSU en el 2023-24	100
Egresados Quienes Completaron Todos los Cursos Requeridos para su Admisión a UC/CSU en el 2022-23	96.33

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2023-24

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) requiere solo resultados de participación para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
9º Grado	100%	100%	100%	100%	100%

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2024-25

Participación de padres

Se invita a los padres a que se unan a los programas académicos y extracurriculares a través del Consejo de Sitio Escolar (SSC, por sus siglas en inglés) y de la Parent Teacher Student Association (Asociación de Padres, Maestros y Alumnos) (PTSA, por sus siglas en inglés) de la Academia Odyssey STEM. El Consejo del Sitio Escolar es un consejo asesor de padres que ayuda al director y personal en planear los programas educativos en la escuela. Las reuniones se llevan a cabo a lo largo del ciclo escolar. La Asociación de Padres, Maestros, y Alumnos es un grupo voluntario que planea y reconoce a estudiantes y personal a lo largo del ciclo escolar para crecimiento académico, de conducta, y social-emocional en estudios y actividades extracurriculares.

Nuestro plan de participación familiar crea una red de apoyo donde nuestras familias están involucradas en el proceso de aprendizaje de sus hijos. Como socios, las familias son bienvenidas y participan en exhibiciones de trimestre, conferencias de padres, y experiencias de prácticas profesionales. Su participación en los proyectos de estudiantes identifica el proceso de aprendizaje y mejora la comunicación entre la casa y escuela mediante ParentSquare, plataforma de comunicación de padres. Las sesiones mensuales de la Universidad para Padres sirven para fortalecer el entendimiento y habilidades de padres sobre cómo ayudar mejor a sus alumnos a ser exitosos compartiendo información en una variedad de temas. Más allá de la colaboración en las experiencias llevadas a cabo por estudiantes, las familias son motivadas a hablar sobre las necesidades de sus estudiantes a mediante ParentSquare, llamadas telefónicas, y conferencias de padres, estudiantes, y personal. Se informa a los padres sobre el progreso de sus hijos a través de informes de progreso electrónicos.

C. Participación

Prioridad Estatal: Participación Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Estudiantil (Prioridad 5):

- Tasas de abandono de escuela preparatoria;
- Tasas de graduación de escuela preparatoria; y
- Ausentismo Crónico

Tasa de Abandono y Graduación (Tasa del Cohorte de Cuatro Años)

Indicador	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Tasa de	0.0	1.0	0.0	3.7	6.5	7.8	7.8	8.2	8.9
Tasa de	100.0	99.0	100.0	91.8	90.0	90.9	87.0	86.2	86.4

Tasa de Graduación por Grupo Estudiantil (Tasa de Cohorte de Cuatro Años) para 2023-24

Esta tabla exhibe la tasa de graduación por grupo estudiantil para 2023-24. Para información sobre la Tasa de Graduación del Cohorte Ajustado de Cuatro Años (ACGR, por sus siglas en inglés), visita la página web sobre la Tasa de Graduación Ajustada del Cohortes del CDE en www.cde.ca.gov/ds/ad/acgrinfo.asp.

Grupo Estudiantil	Cantidad de Alumnos en el Cohorte	Cantidad de Alumnos Graduados del Cohorte	Tasa de Graduación del Cohorte
Todos los Alumnos	109	109	100.0
Femeninas	44	44	100.0
Masculinos	65	65	100.0
No Binarios	0.0	0.0	0.0
Nativos Americanos o Nativos de Alaska	0	0	0.00
Asiáticos	--	--	--
Afroamericanos	--	--	--
Filipinos	0	0	0.00
Hispanos o Latinos	96	96	100.0
Nativos de Hawái o Isleños del Pacífico	0	0	0.00
Dos o Más Orígenes Étnicos	0	0	0.00
Blancos	--	--	--
Estudiantes del Inglés	17	17	100.0
Jóvenes de Crianza Temporal	0.0	0.0	0.0
Indigentes	--	--	--
De Escasos Recursos Económicos	107	107	100.0
Alumnos Recibiendo Servicios de Educación Migrante	0.0	0.0	0.0
Alumnos con Discapacidades	17	17	100.0

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Ausentismo Crónico por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	398	388	56	14.4
Femeninas	177	172	24	14.0
Masculinos	221	216	32	14.8
Nativos Americanos o Nativos de Alaska	--	--	--	--
Asiáticos	--	--	--	--
Afroamericanos	--	--	--	--
Filipinos	29	29	1	3.4
Hispanos o Latinos	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	345	335	48	14.3
Dos o Más Orígenes Étnicos	--	--	--	--
Blancos	--	--	--	--
Estudiantes del Inglés	12	12	3	25.0
Jóvenes de Crianza Temporal	31	30	8	26.7
Indigentes	--	--	--	--
De Escasos Recursos Económicos	--	--	--	--
Alumnos Recibiendo Servicios de Educación Migrante	369	362	54	14.9
Alumnos con Discapacidades	--	--	--	--

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tem a	Escuela 2021-22	Escuela 2022-23	Escuela 2023-24	Distrito 2021-22	Distrito 2022-23	Distrito 2023-24	Estado 2021-22	Estado 2022-23	Estado 2023-24
Susp ensi ones	4.42	3.6	2.76	1.86	3.39	2.92	3.17	3.6	3.28
Expu lsion es	0	0	0	0.04	0.04	0	0.07	0.08	0.07

Suspensiones y Expulsiones por Grupo Estudiantil para 2023-24

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	2.76	0.00
Femeninas	1.13	0.00
Masculinos	4.07	0.00
No Binarios	0.00	0.00
Nativos Americanos o Nativos de Alaska	0.00	0.00
Asiáticos	0.00	0.00
Afroamericanos	13.79	0.00
Filipinos	0.00	0.00
Hispanos o Latinos	2.03	0.00
Nativos de Hawái o Isleños del Pacífico	0.00	0.00
Dos o Más Orígenes Étnicos	0.00	0.00
Blancos	0.00	0.00
Estudiantes del Inglés	6.45	0.00
Jóvenes de Crianza Temporal	0.00	0.00
Indigentes	0.00	0.00
De Escasos Recursos Económicos	2.71	0.00
Alumnos Recibiendo Servicios de Educación Migrante	0.00	0.00
Alumnos con Discapacidades	4.08	0.00

Nota: Para proteger la privacidad estudiantil, dobles rayas (--) son utilizadas en la table cuando el tamaño de la celda dentro de una selecta población estudiantil es diez o menos.

Plan de Seguridad Escolar para 2024-25

La Academia STEM Odyssey proporciona un plantel seguro y limpio para fomentar un ambiente de aprendizaje positivo para estudiantes y personal. Los administradores, asesor, trabajador social escolar, maestros, seguridad del plantel, auxiliares de obligación de medio día, y personal auxiliar instructivo proporciona supervisión y orientación para estudiantes en el plantel en todo momento. La comunicación entre la administración, la seguridad del plantel, y el personal de la dirección se logra a través del sistema de radio de manos. El salón de cada maestro está equipado con un teléfono, que proporciona acceso directo a la

Plan de Seguridad Escolar para 2024-25

oficina. Odyssey mantiene el plan de seguridad escolar, el cual es repasado y aprobado anualmente por el Consejo del Sitio Escolar (plan actual el 2 de noviembre de 2023). El plan establece que los procedimientos en marcha si sucede un desastre donde equipos especializados han sido creados para búsqueda y rescate, primeros auxilios, contabilidad de alumnos, y reunificación. Los simulacros de emergencia, tal como incendio, sismo, y encierro/bloqueo se llevan a cabo mensualmente. Este plan se comparte con el personal, y los maestros hablan sobre cómo prepararse para la variedad de emergencias con los estudiantes a través de asesoría. El Plan de Seguridad Escolar incluye información sobre:

- Descripción de SB 187
- Temas obligatorios entre informes
- Denuncia de abuso infantil
- Obligación de padres
- Declaraciones de política
- Disciplina de empleado
- Plantel libre de drogas/tabaco/alcohol
- Código de vestimenta
- Acoso sexual
- Disciplina estudiantil
- Acceso al plantel Campus
- Procedimientos del plan de desastre/emergencia

Con la iniciativa de promesa de la escuela preparatoria, el distrito ha hecho mejoras al sitio escolar incluyendo modificaciones del salón, pintura de paredes exteriores y puertas, instalación de ventana, pizarrones blancos del salón de clase desde el piso hasta el techo, muebles del salón de clase, embellecimiento de instalaciones, construcción de un invernadero, y área de educación física. El plantel se mantiene diario por el conserje del sitio y un equipo de conserjes del distrito para mantenimiento de la tarde. El personal de mantenimiento mantiene la limpieza del plantel así como los salones de clase. La administración y personal auxiliar también juegan un rol en mantener las instalaciones limpias.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	44	1		11
Matemáticas	31	1	11	8
Ciencia	40	2	2	4
Ciencia Social	29	2	8	2

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	28	2	1	6
Matemáticas	29	2	11	8
Ciencia	24	5	7	5
Ciencia Social	24	4	10	2

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Secundaria para 2023-24

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2023-24. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Materia	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Artes Lingüísticas	19	11	8	3
Matemáticas	26	4	8	3
Ciencia	20	6	8	
Ciencia Social	27		8	

Tasa de Alumnos por Orientador Académico para 2023-24

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	388

Personal de Servicios de Apoyo Estudiantil para 2023-24

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	1
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	1
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2022-23

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2022-23. Celdas con valores "N/A" no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	7,884.48	288.09	7,596.39	78,886.77
Distrito	N/A	N/A	14,399.09	126,813.75
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	-61.9	-46.6
Estado	N/A	N/A	\$10,771	\$97,756
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	-34.6	-21.4

Tipo de Servicios Financiados para Año Fiscal 2023-24

El distrito recibe fondos adicionales para una serie de servicios y programas especiales. Entre los servicios especiales que se ofrecen, se encuentran los siguientes:

Título I - se trata de un programa federal diseñado para garantizar que todos los niños tengan una oportunidad justa, igualitaria y relevante de obtener una educación de alta calidad y alcanzar, como mínimo, nivel de competencia en las exigentes normas académicas estatales de rendimiento académico y en las evaluaciones académicas del estado.

Título II - se trata de un programa federal diseñado para garantizar la calidad profesional de los maestros y directores.

Título III - se trata de un programa federal diseñado para garantizar que los alumnos clasificados como Estudiantes de Inglés tengan el acceso a una educación de alta calidad.

Título IV - se trata de un programa federal diseñado para garantizar que los alumnos tengan acceso a una educación completa; y también diseñado para mejorar las condiciones escolares para el aprendizaje de los alumnos; y para mejorar el uso de la tecnologías como herramienta para mejorar el rendimiento académico y los conocimientos digitales de todos los alumnos.

Fórmula de Financiamiento y Control Local (LCFF, por sus siglas en inglés) - se trata de una fórmula de financiación estatal que está diseñada para ayudar a todos los alumnos a tener éxito y proporciona financiación adicional para los alumnos con más dificultades.

Sueldos Docentes y Administrativos para 2022-23

Esta tabla exhibe los sueldos Docentes y Administrativos para 2022-23. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$67,485	\$59,551
Sueldo de Maestro en el Nivel Intermedio	\$97,077	\$93,855
Sueldo de Maestro en el Nivel Superior	\$127,968	\$120,219
Sueldo Promedio de Director (Primaria)	\$168,593	\$151,525
Sueldo Promedio de Director (Secundaria)	\$172,610	\$158,215
Sueldo Promedio de Director (Preparatoria)	\$187,581	\$171,087
Sueldo del Superintendente	\$334,586	\$300,043
Porcentaje del Presupuesto para Sueldo de Maestros	30.21	31
Porcentaje del Presupuesto para Sueldos Administrativos	4.22	4.91

Cursos de Colocación Avanzada (AP, por sus siglas en inglés) para 2023-24

Esta tabla exhibe el porcentaje de alumnos en cursos AP en esta escuela.

Porcentaje de Alumnos en Cursos AP	28.4
-------------------------------------------	------

Esta tabla exhibe la cantidad de cursos AP ofrecidos en esta escuela donde hay matrícula estudiantil en cursos de al menos un alumno.

Materia	Cantidad de Cursos AP Ofrecidos
Computación	0
Inglés	3
Bellas Artes y Artes Escénicas	0
Idioma Extranjero	2
Matemáticas	3
Ciencias	0
Ciencias Sociales	0
Cantidad Total de Cursos AP Ofrecidos	8

Donde existen matrículas estudiantiles del curso de al menos un alumno.

Formación Profesional

El aprendizaje profesional continuo está integrado en la jornada escolar y se ofrece fuera del horario laboral. Se motiva a todo el personal para que asista a estas sesiones, ya que se relacionan con las obligaciones profesionales y el crecimiento continuo. La tabla a continuación refleja los días completos dedicados al aprendizaje profesional en todo el distrito para todo el personal clasificado y certificado.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2022-23	2023-24	2024-25
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	0	0	2

Input Section 2: 2024-25 School Contact Information



School Name	Odyssey STEM Academy
Street	3701 Michelson Street
City, State, Zip	Lakewood, CA 90712-1402
Phone Number	(562) 602 - 8032
Principal	Alicia Megofna
Email Address	AMegofna@paramount.k12.ca.us
School Website	https://odyssey.pusdschools.net/
County-District-School (CDS) Code	19648730136705

Input Section 4: 2024-25 School Overview

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

School Description and Mission Statement

Odyssey STEM Academy (OSA) is a schoolwide Title 1 public, non-charter high school located in Lakewood, California within the Paramount Unified School District (PUSD). Odyssey opened in August 2018 with 142 9th grade scholars, a result of the High School Promise Initiative, in an effort to redesign the high school experience. The school's mission, purpose, values, and guiding principles are rooted in equity, learner-centric, authentic work, learning beyond classroom walls, and family engagement. All school-wide practices, policies, programs, and partnerships were designed and are continuously reviewed and revised to ensure equitable access to educational programs, internship opportunities, and academic and social-emotional well-being for all learners. Learners use inquiry to design projects to address STEM challenges where literacy, numeracy, content knowledge and skills are strengthened through connections to meaningful learning and culturally relevant experiences across all disciplines.

In the school's mission statement, Odyssey STEM Academy empowers learners by awakening their curiosity and passion to transform themselves and the world. Odyssey values an equitable education for all, an inclusive, culturally-connected community, teaching learners to use their minds, hearts, and determination within the school. Our learners have opportunities to intern with professionals and community leaders to develop their interpersonal, intrapersonal, and intellectual skills and learn how to navigate systems, build relationships, and establish a professional network.

Input Section 5: 2024-25 Opportunities for Parental Involvement

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Parent Involvement

Parents are invited to join in the academic and extracurricular programs through Odyssey STEM Academy's School Site Council (SSC) and Parent Teacher Student Association (PTSA). The School Site Council is a parent advisory committee that assists the principal and staff in planning the educational programs at the school. Meetings are held throughout the school

Input Section 5: 2024-25 Opportunities for Parental Involvement

year. Parent Teacher Student Association is a voluntary group that plans and recognizes learners and staff throughout the school year for academic, behavior, and social-emotional growth in academics and extracurricular activities.

Our family involvement plan creates a support network where our families are involved in their children's learning process. As partners, families are welcome and participate in trimester exhibitions, parent conferences, and internship experiences. Their involvement into the learners' projects identifies the learning process and improves home-to-school communication through ParentSquare, parent communication platform. Monthly Parent University sessions serve to strengthen parent's understanding and skills about how to best help their scholars be successful by sharing information on a variety of topics. Beyond the collaboration on the learner-led experiences, families are encouraged to discuss their learners' needs through ParentSquare, phone calls, and parent-learner-staff conferences. Parents are informed of their learners' progress via streamed progress reports.

Input Section 6: 2024-25 School Safety Plan

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

Note:

This section should include information about the school's Comprehensive School Safety Plan (CSSP), including the dates on which the safety plan was last annually reviewed, updated, board approved and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).

Odyssey STEM Academy provides a safe and clean campus to promote a positive learning environment for learners and staff. Administrators, counselor, school social worker, teachers, campus security, noon duty aides, and instructional support staff provide supervision and guidance for learners on campus at all times. Communication between administration, campus security, and front office staff is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone, which provides direct access to the office. Odyssey maintains the school safety plan, which is annually reviewed and approved by the School Site Council (current plan on November 2, 2023). The plan establishes the procedures in place should a disaster occur where specialty teams have been created for search and rescue, first aid, student accountability, and reunification. Emergency drills, such as fire, earthquake, and lockdown/lockout are held monthly. This plan is shared with staff, and the teachers discuss how to prepare for the variety of emergencies with the learners through advisory. The School Safety Plan includes information on:

- SB 187 Overview
- Mandated cross-reporting items
- Child Abuse Reporting
- Parent Liability
- Policy Statements
- Employee Discipline
- Drug/Tobacco/Alcohol Free Campus
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access
- Disaster/Emergency Plan Procedures

With the high school promise initiative, the District has made improvements to the school site including classroom modifications, painting of exterior walls and doors, window installation, floor to ceiling classroom whiteboards, classroom furniture, grounds beautification, construction of a greenhouse, and physical education area. The campus is maintained daily by the site custodian and a crew of district custodians for evening maintenance. The custodial staff maintains the cleanliness of the campus as well as the classrooms. Administration and support staff also play a role in keeping the grounds clean.



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Odyssey STEM Academy	19648730136705	December 3, 2024	December 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Odyssey STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Odyssey STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Odyssey STEM Academy's comprehensive school plan for student achievement is designed to enhance learning in accordance with the Every Student Succeeds Act (ESSA). At its core, the plan prioritizes high-quality Tier 1 instruction, ensuring that all students receive differentiated and engaging teaching that meets their diverse learning needs within the general and special education classroom. Regularly scheduled biweekly collaboration among teachers and staff facilitates discussions about student progress, sharing of best practices, addressing challenges and gains, fostering a sense of community and encouraging innovative strategies.

Instructional leadership teams, comprised of content and grade level teacher teams, counselor, social worker, and administrators, are established to analyze student data, implement best practices, facilitate collaboration meetings, and drive instructional improvements, particularly for struggling students. Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement.

The plan outlines Paramount Unified School District efforts in meeting the LCAP goals:

Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness- This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change- This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety- This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

Goal 4: Enhance Family and Community Engagement- This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

Goal 5: Build an Inclusive and Equitable School District- This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

Additionally, targeted interventions will be implemented to improve academic outcomes for all student groups, with regular monitoring to ensure timely assistance for those underperforming. Strategies to reduce chronic absenteeism involve engaging families and providing resources to overcome attendance barriers, such as outreach programs and community partnerships. Lastly, the plan includes initiatives aimed at continuous improvement of school culture, promoting a positive climate through social-emotional learning programs, restorative practices and student recognition systems. By continuously assessing and refining these strategies, the school provides an environment where every student can thrive academically and personally.

Educational Partner Involvement

How, when, and with whom did Odyssey STEM Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The site leadership team met on a monthly basis to monitor our progress during the 2023 - 2024 school year. A team of advisors, counselor, and administrators met to evaluate the implementation of new structures put into place in master schedule, curriculum, and instruction. The leadership team met with their grade level teams to discuss and implement curricular and intervention supports for all students. Morning meetings and monthly late start meetings were held to provide information and solicit their input throughout the year. Information from parent and student surveys were used in the development of the plan. 2023 - 2024 School Council Meetings were held on November 2, 2023, December 6, 2023, February 21, 2024, March 20, 2024, and May 22, 2024. The 2024 - 2025 School Council Meetings have been scheduled for October 17, 2024, November 20, 2024, December 3, 2024, January 23, 2025, February 13, 2025, March 27, 2025, and May 22, 2025.

During the beginning of the 2024 - 2025 school year, Odyssey consulted with our educational partners during the annual Title 1 Meeting held on September 12, 2024 and with the School Site Council (SSC) on October 17, 2024, November 20, 2024, and December 3, 2024. Our educational partners reviewed the District's Vision, Mission, and Strategic Priorities and submitted feedback and ideas for increasing family engagement and scholar support this year. It was suggested that we continue to use Advisory for our SEL lessons and community of practice, increase opportunities for students to participate in college, career, and cultural events to engage them in global and post-secondary opportunities, and incentivize student attendance. The school's principal led the discussion of the School Plan for Student Achievement and provided specific information for the five goals where activities' details and funding sources related to each goal were shared. SSC voted unanimously approved the School Plan for Student Achievement on December 11, 2024.

The Odyssey STEM Academy's School Site Council (SSC) conducts the needs assessment process annually with educational partners and gathers input to develop, approve and monitor progress toward established goals. These goals focus on student achievement, address subpopulation needs and aim to close achievement gaps through continuous cycles of improvement. It also addresses the needs identified in District LCAP Goals and District Strategic Priorities:

- Elevate deeper learning and college, career, and life readiness.
- Implement comprehensive professional learning, leading to effective change.
- Cultivate a nurturing and emotionally safe environment to strengthen well-being, belonging, and a sense of safety.
- Enhance family and community engagement.
- Build an inclusive and equitable school district.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In the California Dashboard for Academic Performance, Mathematics indicators are areas of concern which reflects in the orange performance levels. All Students and Socioeconomically Disadvantaged scored in the orange performance levels reflected 107 points below standard.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Odyssey STEM Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.20%	0.2%	%	1	1	
African American	6.85%	7.11%	7.47%	34	35	29
Asian	0.60%	1.02%	1.03%	3	5	4
Filipino	0.20%	0.41%	%	1	2	
Hispanic/Latino	89.11%	86.99%	86.34%	442	428	335
Pacific Islander	0.60%	0.61%	0.52%	3	3	2
White	2.02%	2.44%	3.09%	10	12	12
Multiple	0.40%	1.22%	1.55%	2	6	6
Total Enrollment				496	492	388

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	142	141	63
Grade 10	128	127	111
Grade 11	112	118	104
Grade 12	114	106	110
Total Enrollment	496	492	388

Conclusions based on this data:

1. Enrollment has maintained in the 2023 - 2024 school year.
2. Internal Data reviewed has shown a decline in enrollment in the 2024 - 2025 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	37	50	29	8.6%	7.5%	7.5%
Fluent English Proficient (FEP)	270	245	196	53.9%	54.4%	50.5%
Reclassified Fluent English Proficient (RFEP)	227	214	170	6.1%	45.8%	43.8%

Conclusions based on this data:

1. The percentage of English Learners at Odyssey STEM Academy is 7.5% for the second year in a row, and the site needs to identify and implement common instructional strategies.
2. English Learner Enrollment declined by 42%, and Fluent English Proficient (FEP) students declined by 20%.
3. Reclassification (RFEP) data unavailable for the previous year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	112	116	101	109	116	101	109	116	101	97.3	100.0	100
All Grades	112	116	101	109	116	101	109	116	101	97.3	100.0	100

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2639.	2609.	2647.	35.78	24.14	38.61	41.28	38.79	35.64	15.60	25.00	17.82	7.34	12.07	7.92
All Grades	N/A	N/A	N/A	35.78	24.14	38.61	41.28	38.79	35.64	15.60	25.00	17.82	7.34	12.07	7.92

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.03	25.00	40.59	58.72	63.79	49.50	8.26	11.21	9.90
All Grades	33.03	25.00	40.59	58.72	63.79	49.50	8.26	11.21	9.90

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.03	25.00	39.60	58.72	62.07	49.50	8.26	12.93	10.89
All Grades	33.03	25.00	39.60	58.72	62.07	49.50	8.26	12.93	10.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.60	16.38	22.77	77.06	69.83	67.33	7.34	13.79	9.90
All Grades	15.60	16.38	22.77	77.06	69.83	67.33	7.34	13.79	9.90

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	36.70	28.45	44.55	55.05	61.21	50.50	8.26	10.34	4.95
All Grades	36.70	28.45	44.55	55.05	61.21	50.50	8.26	10.34	4.95

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Participation rate continues to be 100% for the second year in a row.
2. ELA scores continue to be a strength at Odyssey STEM Academy with an increase of a 12% of students meeting or exceeding standards. Cross curricular projects and writing instructional strategies support reading, writing, listening, and research/inquiry schoolwide.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	112	116	101	108	114	101	108	114	101	96.4	98.3	100
All Grades	112	116	101	108	114	101	108	114	101	96.4	98.3	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2525.	2520.	2574.	2.78	4.39	10.89	12.04	11.40	21.78	27.78	23.68	23.76	57.41	60.53	43.56
All Grades	N/A	N/A	N/A	2.78	4.39	10.89	12.04	11.40	21.78	27.78	23.68	23.76	57.41	60.53	43.56

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.78	1.75	10.89	32.41	35.96	45.54	64.81	62.28	43.56
All Grades	2.78	1.75	10.89	32.41	35.96	45.54	64.81	62.28	43.56

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.19	8.77	14.85	69.44	65.79	60.40	20.37	25.44	24.75
All Grades	10.19	8.77	14.85	69.44	65.79	60.40	20.37	25.44	24.75

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.56	6.14	10.89	63.89	59.65	69.31	30.56	34.21	19.80
All Grades	5.56	6.14	10.89	63.89	59.65	69.31	30.56	34.21	19.80

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Participation rate increased to 100% with a 2% growth.
2. While Mathematics is an area of need in comparison to Language Arts at Odyssey STEM Academy, there was a 17% increase in students meeting or exceeding standard in Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1522.3	1554.4	*	1510.8	1570.5	*	1533.3	1537.8	*	12	11	*
10	1540.4	*	*	1532.3	*	*	1548.1	*	*	14	8	9
11	*	1564.2	*	*	1557.6	*	*	1570.5	*	8	15	4
12	*	*	1563.6	*	*	1575.2	*	*	1551.6	*	8	13
All Grades										35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	9.09	*	8.33	18.18	*	83.33	72.73	*	8.33	0.00	*	12	11	*
10	0.00	*	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*	*
11	*	0.00	*	*	60.00	*	*	40.00	*	*	0.00	*	*	15	*
12	*	*	7.69	*	*	53.85	*	*	38.46	*	*	0.00	*	*	13
All Grades	0.00	7.14	3.57	22.86	52.38	42.86	65.71	40.48	50.00	11.43	0.00	3.57	35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	27.27	*	50.00	36.36	*	50.00	36.36	*	0.00	0.00	*	12	11	*
10	21.43	*	*	42.86	*	*	35.71	*	*	0.00	*	*	14	*	*
11	*	26.67	*	*	53.33	*	*	20.00	*	*	0.00	*	*	15	*
12	*	*	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13
All Grades	11.43	28.57	28.57	42.86	50.00	50.00	40.00	21.43	17.86	5.71	0.00	3.57	35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	8.33	18.18	*	66.67	45.45	*	25.00	36.36	*	12	11	*
10	0.00	*	*	21.43	*	*	57.14	*	*	21.43	*	*	14	*	*
11	*	6.67	*	*	20.00	*	*	53.33	*	*	20.00	*	*	15	*
12	*	*	7.69	*	*	0.00	*	*	46.15	*	*	46.15	*	*	13
All Grades	0.00	2.38	3.57	11.43	21.43	7.14	60.00	54.76	57.14	28.57	21.43	32.14	35	42	28

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	18.18	*	91.67	63.64	*	8.33	18.18	*	12	11	*
10	0.00	*	*	85.71	*	*	14.29	*	*	14	*	*
11	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
12	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
All Grades	0.00	9.52	8.00	82.86	73.81	56.00	17.14	16.67	36.00	35	42	25

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	58.33	90.91	*	33.33	9.09	*	8.33	0.00	*	12	11	*
10	42.86	*	*	57.14	*	*	0.00	*	*	14	*	*
11	*	93.33	*	*	6.67	*	*	0.00	*	*	15	*
12	*	*	92.31	*	*	7.69	*	*	0.00	*	*	13
All Grades	48.57	95.24	75.00	45.71	4.76	25.00	5.71	0.00	0.00	35	42	28

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	41.67	54.55	*	58.33	45.45	*	12	11	*
10	0.00	*	*	50.00	*	*	50.00	*	*	14	*	*
11	*	6.67	*	*	53.33	*	*	40.00	*	*	15	*
12	*	*	7.69	*	*	38.46	*	*	53.85	*	*	13
All Grades	0.00	4.76	3.85	37.14	57.14	42.31	62.86	38.10	53.85	35	42	26

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	*	91.67	100.00	*	8.33	0.00	*	12	11	*
10	0.00	*	*	100.00	*	*	0.00	*	*	14	*	*
11	*	13.33	*	*	86.67	*	*	0.00	*	*	15	*
12	*	*	7.69	*	*	84.62	*	*	7.69	*	*	13
All Grades	0.00	4.76	3.57	91.43	95.24	92.86	8.57	0.00	3.57	35	42	28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. English Learners score higher in Oral Language versus Written Language.
2. Speaking Domain is an area of strength for English Learners.
3. Writing Domain continues to be an area of need for English Learners.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
388	93.3%	7.5%	0.5%
Total Number of Students enrolled in Odyssey STEM Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	7.5%
Foster Youth	2	0.5%
Homeless	6	1.5%
Socioeconomically Disadvantaged	362	93.3%
Students with Disabilities	48	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	7.5%
American Indian	0	0.0%
Asian	4	1%
Filipino	0	0.0%
Hispanic	335	86.3%
Two or More Races	6	1.5%
Pacific Islander	2	0.5%
White	12	3.1%

Conclusions based on this data:

1. Based on internal data, overall enrollment has declined.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Green

Mathematics



Green

English Learner Progress



No Performance Color

College/Career



Yellow

Conclusions based on this data:

1. In the California Dashboard for Academic Performance, Mathematics and Language Arts indicators are areas of concern which reflects in the orange and yellow performance levels. English Learner Progress is the blue performance level and College/Career Indicator is the High performance level.
2. In the California Dashboard for Academic Engagement, Graduation Rate indicator is an area of strength.
3. California Dashboard for Conditions and Climate has improved to the green performance level in the Suspension Rate indicator.

School and Student Performance Data

Academic Performance English Language Arts

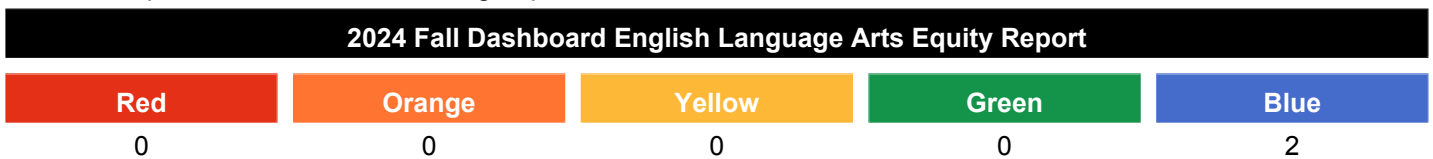
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>64 points above standard</p> <p>Increased 37.5 points</p> <p>101 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>61 points above standard</p> <p>Increased 34.3 points</p> <p>92 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Blue 66.1 points above standard Increased 36.7 points 87 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>

Conclusions based on this data:

1. Socioeconomically Disadvantaged and Hispanic students are above standard yet decreased by 28-29 points overall.
2. All Students, English Learners, Students with Disabilities, and English Only students are below standard in Language Arts.

School and Student Performance Data

Academic Performance Mathematics

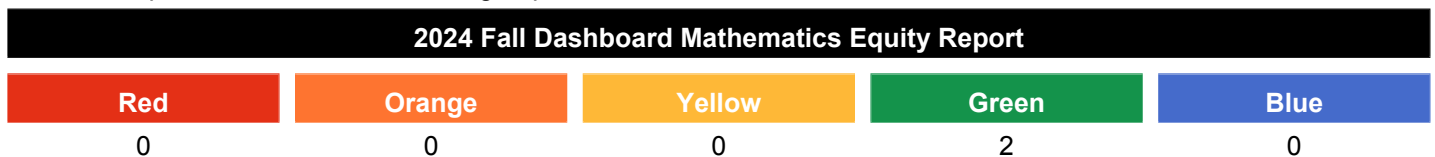
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>53.4 points below standard</p> <p>Increased 53.6 points</p> <p>101 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>56.3 points below standard</p> <p>Increased 51.3 points</p> <p>92 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Green 55.7 points below standard Increased 49.3 points 87 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>

Conclusions based on this data:

1. All Students, English Learners, Students with Disabilities, and English Only students are below standard in Language Arts.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 28.6% making progress. Number Students: 28 Students	Long-Term English Learner Progress  No Performance Color 26.9% making progress. Number Students: 26 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 35.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 35.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 28.6%

Conclusions based on this data:

1. 25% of English Learners progressed at least 1 ELPI level.
2. 59.5 % of English Learners are making progress towards English Language proficiency.
3. 6% of English Learners decreased one ELPI level and 11% maintained their ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

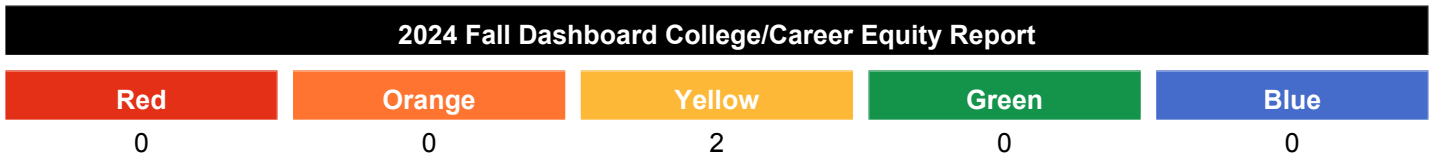
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>55 Prepared</p> <p>Declined -3.2</p> <p>109 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>35.3 Prepared</p> <p>Increased +17.1</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>31.3 Prepared</p> <p>0</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>55.1 Prepared</p> <p>Declined -2</p> <p>107 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>11.1 Prepared</p> <p>Maintained -0.7</p> <p>18 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>57.3 Prepared</p> <p>Declined -2.7</p> <p>96 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>

Conclusions based on this data:

1. 58.3% of All Students placed in the "Prepared" level on the College/Career Indicator.
2. 57.1% of Socioeconomically Disadvantaged students placed in the "Prepared" level on the College/Career Indicator.
3. 60% of Hispanic students placed in the "Prepared" level on the College/Career Indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data presented.
2. Internal school site data review indicated that 12% of our current students are considered chronically absent, 14% of our current students are considered nearly chronically absent, and 15% of our current students are considered trending chronically absent.
3. Internal school site data review indicated that 59% of our current students do not have an attendance concern.

School and Student Performance Data

Academic Engagement Graduation Rate

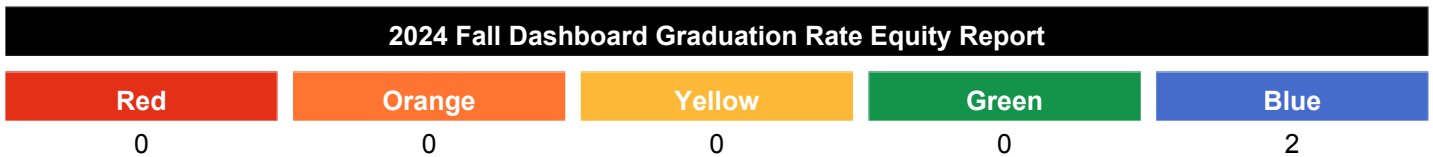
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>100% graduated</p> <p>Increased 1%</p> <p>109 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>16 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>100% graduated</p> <p>Increased 1%</p> <p>107 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>18 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Blue</p> <p>100% graduated</p> <p>Increased 1.1%</p> <p>96 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>

Conclusions based on this data:

1. Graduation Rate is in the blue performance indicator for All Students, Socioeconomically Disadvantaged Students, and Hispanic Students.

School and Student Performance Data

Conditions & Climate Suspension Rate

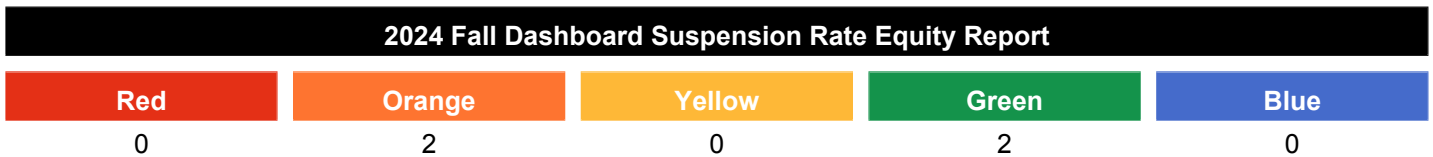
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 0.8%</p> <p>396 Students</p>	<p>English Learners</p> <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Increased 0.6%</p> <p>31 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>7.1% suspended at least one day</p> <p>Increased 2.8%</p> <p>28 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 0.7%</p> <p>369 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 2.7%</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>13.8% suspended at least one day</p> <p>Increased 11.1%</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 1.2%</p> <p>343 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>

Conclusions based on this data:

1. California Dashboard for Conditions and Climate has improved to the green performance level in the Suspension Rate indicator for All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American Students, and Hispanic Students.
2. There is a need to address the suspension rate of African American (2.7%), English Learners (5.9%), and Students with Disabilities (1.4%).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As part of the comprehensive needs assessment, educational partners examined parent surveys, ELPAC Scores, state assessment results, and grades. The 2024 SBA and CAST assessment data showed growth in ELA, Math, and Science results. Results continue to indicate a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds and informal assessments. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth.

Odyssey administration and instructional team need to identify and implement effective instructional strategies to increase academic indicators for all scholars including student groups, such as English Learners, African American and Students With Disabilities, to ensure that all students are achieving at high academic levels and students' personal learning goals and needs are addressed.

2024 CAASP results:

ELA: 74% Met or Above Standard

Mathematics: 33% Met or Above Standard

2024 CAST results:

Science: 51% Met or Above Standard

There is a need to increase student achievement in Language Arts, Mathematics, and Science.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 74% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (77%)
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 33% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (36%)
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 51% School Year 2023-2024	Increase students Meeting or Exceeding by 3% (54%)
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	59.5% making progress Blue Status CA School Dashboard Fall 2023	Increase English Learners making progress by 3% (63%)

Graduation Rate (CA School Dashboard)	99% graduated Blue Status CA School Dashboard Fall 2023	Increase students meeting graduation rate by 1% (100%)
CCI: College & Career Indicator (CA School Dashboard)	58.3% Prepared High Status CA School Dashboard Fall 2023	Increase graduates being prepared by 3% (62%)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Placeholder - District Funded - Action 1		Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	AVID section. AVID is an academic acceleration program that aims to prepare students in the academic middle for four-year colleges. The AVID elective curriculum features writing, inquiry, collaboration, organization, reading, notetaking, and study skills. The AVID elective teacher is responsible for supporting students' academic success across content areas.	All Students	Master Schedule School Site AVID Plan i-Ready (MS only) Grades A-G completion (HS only) AVID Certification Instrument	District Funded
1.3	1 CTE Teachers: Coordinating and collaborating with teachers to develop engaging, rigorous, and hands-on lessons and lab activities based on the district curriculum guide. CTE teachers focus on cooperative learning structures to provide the most effective instructional program possible based on CTE state standards for their pathway. Prepare, administer, and grade assignments in a timely manner providing feedback to students about their progress and providing opportunities that allow students to succeed. Use current technology to enhance institutional effectiveness and be willing to apply any other new technology necessary to enhance learning. Provide supervision and safety of students.	All Students	Enrollment numbers per class/pathway CTE Completers PLTW End of Course Assessments Ensure CTE positions are filled with CTE Credential Student Grade Data - Semester	District Funded
1.9	The use of materials and supplies for math, humanities, science and Spanish courses to assist in the effective instruction of students by providing cross-curricular and meaning real-life experiences in the projects-based learning curriculum.	All Students	Purchases and use will be shared with the School Site Council (SSC). ELAC and ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will	5000 Title I Part A: Allocation

			present purchases to the SSC.	
1.10	Provide targeted ELD instruction, differentiated teaching strategies, and integrated language development across subjects and conduct regular observations to monitor student engagement, participation in discussions, and use of academic language to monitor progress. Engage families through culturally relevant communication and offer ongoing professional development for teachers to ensure effective support and inclusivity.	English Learners	Regularly administer assessments, such as the English Language Proficiency Assessments for California (ELPAC), to track students' growth in speaking, listening, reading, and writing. Maintain ongoing communication with families about their child's language and academic progress, using home languages where necessary.	3000 Title I: ELD
1.11	Fund field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences and support the development of student academic performance.	All Students	Grade levels will request and provide a rationale explaining how the field trip will support/enhance grade-level instruction to the principal for approval. The principal will present the provided information to the SSC.	11516 Title I Part A: Allocation
1.12	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD Framework, Focusing on the Powerful Professional Learning Cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team trainings.	Title I Part A: Allocation
1.13	Release time for content level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance	Title I Part A: Allocation

			indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and teacher team trainings.	
1.22	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students Classroom use Tracking of student replacement	District Funded District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In Paramount Unified School District, school are given the direction to ensure all students/scholars and educators are empowered to learn collaboratively through engaging, challenging, and rigorous work that enables them to think critically and purposefully communicate around grade-level content standards in a safe and inclusive environment. Through the development of Instructional Leadership Teams (ILT), the goal is to improve teaching, learning, pedagogy, and student learning by developing both their leadership skills as well as content specific knowledge. Their practices will be guided by ongoing data examination to provide a rigorous instructional program that supports the needs of all students, including social-emotional and academic needs. By leveraging the expertise of an ILT, Odyssey STEM Academy will more effectively align its schoolwide efforts to improve performance in Math, Humanities, Science, and English learner progress, ensuring that improvement goals are met and/or exceeded through focused and strategic interventions.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025	District Funded

			AVID 2025-2026 Site Plan development at the conference	
2.6	Extra Hours for ILT Team members: follow-up site meetings focused on planning grade-level team training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	5000 Title I Part A: Allocation
2.7	Release time for content level teams focused on the implementation of research-based strategies shared in the district ILT meeting and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success," "Conditions for Success in Team Meetings," "Teacher Team Success," and "Cycles of Professional Learning," facilitated through schoolwide meetings and team-level trainings.	6000 Title I Part A: Allocation
2.8				

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension Rate:
 Overall: 4.2%
 African American: 11.4%
 Hispanic: 3.8%
 English Learners: 8.1%
 Special Education: 5.6%

Attendance: 94.6%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator (CA School Dashboard)	3.6% Green status CA School Dashboard Fall 2023	Decrease cumulative suspension rate by 1%
Cumulative attendance (PUSD Dashboard)	94.4% EOY 2023-2024	Increase cumulative attendance by 2% (96%)
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	9th: 74% 12th: 72%	Increase by 3% (Grade 9: 77% and Grade 12: 75%)
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	9th: 66% 12th: 74%	Increase by 3% (Grade 9: 69% and Grade 12: 77%)
CHKS Student School Connectedness (5th) (7th) (9th) A6.4/A6.3	9th: 70% 12th: 62%	Increase by 3% (Grade 9: 73% and Grade 12: 65%)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior	All Students	SEL Data (monthly/weekly attendance,	District Funded

	supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.		suspension, counseling, etc.)	District Funded
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	Extra hours for the Climate and Culture Leadership Team (CCLT) members: follow-up site meetings focused on planning schoolwide training. This training could take place during grade level collaboration or staff meetings, supporting the implementation of research-based strategies shared in the district Safe and Civil Schools professional development and allowing for further review of site data and planning for next steps.	All Students	Develop and deliver professional development to train staff on the implementation of Safe and Civil Schools. This includes key performance indicators and success criteria for the "Foundations Implementation Rubric," facilitated through schoolwide meetings and team-level trainings.	4000 Title I Part A: Allocation
3.5	Release time for grade level teams focused on the implementation of research-based strategies shared in the district Safe and Civil Schools training and allowing for further review of site data and planning for next steps.	All Students	Participate in professional development trainings on the implementation of Safe and Civil Schools. This includes key performance indicators and success criteria for the "Foundations	5000 Title I Part A: Allocation

			Implementation Rubric,” facilitated through schoolwide meetings and team-level trainings.	
3.6	Student incentives and assemblies will be provided to honor students with improved/maintained attendance, grade marks, citizenship, awards, and focus/effort on testing including the ELPAC and CAASPP. Students and families will participate in celebratory recognition events throughout the school year to acknowledge growth, effort and achievement both in and out of class.	All Students	Administer student, parent, and teacher surveys after assemblies and events over the course of the year to monitor data on the effectiveness of the outreach services.	5000 Title I Part A: Allocation
3.7	Provide educational partners multiples opportunities to address what research has revealed regarding the impact of family involvement in a student's life and assist in the removal of barriers they may encounter that affect student attendance.	All Students	Support staff will create engaging presentations for educational partners on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	137 Title I Part A: Parent Involvement
3.8	Implement enhanced behavior management training for staff to establish positive reinforcement systems and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data-driven decision-making to identify trends, and provide access to mental health resources.	All Students	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements at the	3000 Title I Part A: Allocation

			quarter and semester recognition.	
3.9	Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances.	All Students	Track the purchases of empathy-focused materials to ensure alignment with Odyssey STEM Academy's core values and teach empathy, promote diversity, and recognize student resilience. Utilize student surveys and collect feedback to gather data on student impact. Gather reflections from students on empathy and inclusivity, assessing shifts in school culture to assist in the MTSS process.	5000 Title I Part A: Allocation
3.10	Attend conferences/workshops to cultivate a nurturing and emotionally safe learning environment to strengthen the well-being, belonging, and sense of safety at school.	All Students	Participate in the professional development trainings on the implementation of a nurturing and safe learning environment.	5000 Title I Part A: Allocation
3.14				District Funded
3.22	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded

3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Family outreach is generally strong with active participation at school events approaching approximately 70% of the total school population. While family attendance is high during Back to School Night and Exhibitions of Learning, there is a need to further involve families as educational partners as reflected in the completion of the parent survey results. Altitude is Odyssey's Learning Management System, but guardian activity on Altitude is low, at 30% at the beginning of the school year. Without current information on scholar academic progress, families are unable to support scholars in their classes and academic progress. In addition, families do not consistently share questions and feedback during the variety of school-to-home communication. All families are signed up for ParentSquare as the district-wide communication tool, yet only 66% of the families reported using Parent Square at least one a week. Additionally, LCAP Parent Survey results is low in participation by our families.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	93% School Year 2023-2024	Increase by 3%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	66% School Year 2023-2024	Increase by 3%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	93% average (4 or 5) as of June 12, 2024	Increase by 3%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	86% School Year 2023-2024	Increase by 3%
Families report attending events (Title I/LCAP Parent Survey)	60 parents - Open House 57 parents - Back to School Night 7 parents - Parent Education Classes	Increase parents reporting attending events by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures

4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	AVID Students	Review of School Site Plans Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	District Funded
4.5	Provide extra hours for staff to serve as educational partners to communicate and coordinate Parent Meetings between staff and family via meetings, trainings, and workshops for attendance.	All Students	Identify and implement preventive attendance interventions and incentives for all student groups and inform parents and families through the Parent Meetings and Universities on the importance of attendance and impact of families on educational success.	914 Title I Part A: Parent Involvement
4.6	Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions (Parent Universities, Orientation Nights, and Parent Conferences). These initiatives will support parents as our educational partners in enhancing student achievement and promoting their children's social and emotional health, fostering a positive attitude toward school and learning.	All Students	Survey and identify family engagement topics facilitated through Parent University events and Orientation meetings. Monitor participation rates and survey completion to understand the effectiveness of the outreach program and provided information for parents and families.	914 Title I Part A: Parent Involvement
4.7	Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Supports strategies in the classroom.	All Students	Monitor the progress of Odyssey STEM Academy's MTSS system including but not limited to: Foundations for Safe and Civil Schools Implementation Counselor and Social Worker Training and Conferences Comprehensive Student Assistant Team (CSAT) - Grade levels SART/SARB Training and Implementation	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identify student needs through culture and academic supports to create an environment where all students feel safe, supported, and connected to academics and activities. While Odyssey STEM Academy has seen growth in student connections (school involvement; clubs), the school must continue to strive to lower suspension rates and other means of correction through the use of Safe and Civil Schools and Restorative Practices. Attendance and survey results show that our school is supporting all students while providing an inclusive environment; however, growth is still needed to ensure all students find success and develop a strong connection with our school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 74% School Year 2023-2024 English Learners: 0% African American: 50% Hispanic: 76% SPED: 0% Foster Youth: N/A SED: 74% LTEL: N/A	Increase All Students Meeting or Exceeding in ELA by 3% English Learners: 0% Increase African American Students Meeting or Exceeding in ELA by 3% Increase Hispanic Students Meeting of Exceeding in ELA by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in ELA by 3% LTEL: N/A
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 33% School Year 2023-2024 English Learners: 0% African American: 13% Hispanic: 33% SPED: 0% Foster Youth: N/A SED: 32% LTEL: N/A	Increase All Students Meeting or Exceeding in Math by 3% English Learners: 0% Increase African American Students Meeting or Exceeding in Math by 3% Increase Hispanic Students Meeting of Exceeding in Math by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in Math by 3% LTEL: N/A
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 51% School Year 2023-2024 English Learners: 5% African American: 46%	Increase All Students Meeting or Exceeding in Science by 3% English Learners: 0%

	Hispanic: 51% SPED: 0% Foster Youth: N/A SED: 50% LTEL: N/A	Increase African American Students Meeting or Exceeding in Science by 3% Increase Hispanic Students Meeting or Exceeding in Science by 3% SPED: 0% Foster Youth: N/A Increase SED Students Meeting or Exceeding in Science by 3% LTEL: N/A
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	59.5% making progress Blue Status Decreased at Least 1 ELPI Level: 14.3% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 26.2% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 59.5% CA School Dashboard Fall 2023	Increase English Learners Meeting or Exceeding by 3%
Graduation Rate (CA School Dashboard)	99% graduated Blue Status Hispanic: 98.9% graduated SED: 99% graduated CA School Dashboard Fall 2023	Increase Graduation Rate for All Students by 1% Increase Graduation Rate for Hispanic Students by 1.1% Increase Graduation Rate for SED Students by 1%
CCI: College & Career Indicator (CA School Dashboard)	58.3% Prepared High Status Hispanic: 60% prepared SED: 57.1% prepared CA School Dashboard Fall 2023	Increase All Graduates being prepared by 3% Increase Hispanic Graduates being prepared by 3% Increase SED Graduates being prepared by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending	All Students		District Funded

	District meetings, trainings, and outside conferences as directed.			
5.2	AVID Tutors: Under the supervision of the site principal and AVID coordinator and AVID elective teacher, AVID Tutors assist students in academic subjects in order to develop habits of mind and higher standards of academic achievement among students which will increase postsecondary educational options upon high school graduation. AVID Tutors are distinguished from other Tutors and Instructional Aides/Assistants in that AVID Tutors are trained in the use of AVID strategies to enhance academic performance of targeted high school students and serve as role models and mentors.	AVID Elective Students AVID Excel	AVID Tutor Evaluation Grade Data	District Funded
5.3	CTEIG Match: Program established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education. For any funding received from this program, EC Section 53071(a)(1)(D)(i) requires a local match from fiscal year (FY) 2024–25 of two dollars (\$2) for every one dollar (\$1).	All Students	Quarterly Budget Revisions Allowable and Non-Allowable Expenditures Yearly Budget reporting	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded

	or A-G credit requirements can participate in credit recovery courses.			
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded
5.6	Train all staff to implement the systematic approach and management practices of Safe and Civil Schools through the implementation of CHAMPS/STOIC in our classrooms, in our office, and outside areas.	All Students	Odyssey staff will be provided opportunities to attend professional development and conferences focusing on CHAMPS: a proactive and positive approach to classroom management. Utilizing data of student achievement, SEL, and College and Career Readiness, the school will analyze the specific data and survey results.	4000 Title I Part A: Allocation
5.7	Fund extra hours for academic interventions including tutoring, assessment retake, and additional course enrollment, and for additional teacher/support staff collaboration time to plan for interventions for grade levels to address the needs of struggling students, students with disabilities, and English Learners to improve academic performance.	All Students	Attendance of students for intervention, lessons planned by teams, student data of progress in intervention.	5000 Title I Part A: Allocation
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$68,481.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$63,516.00
Title I Part A: Parent Involvement	\$1,965.00

Subtotal of additional federal funds included for this school: \$65,481.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Title I: ELD	\$3,000.00

Subtotal of state or local funds included for this school: \$3,000.00

Total of federal, state, and/or local funds for this school: \$68,481.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	1965	0.00
Title I Part A: Allocation	63516	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	63,516.00
Title I Part A: Parent Involvement	1,965.00
Title I: ELD	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,653.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	63,516.00
	Title I Part A: Parent Involvement	1,965.00
	Title I: ELD	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,516.00
Goal 2	11,000.00
Goal 3	27,137.00
Goal 4	1,828.00
Goal 5	9,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Alicia Megofna	Principal
Marianne Leon	Classroom Teacher
Sara Morgan	Classroom Teacher
Gerlhen Perez	Classroom Teacher
Cynthia Chavez	Other School Staff
Astrid Rodriguez	Parent or Community Member
Eulalia Fregoso	Parent or Community Member
Olivia Garcia	Parent or Community Member
Nathan Arzate	Secondary Student
Monserrat Duran	Secondary Student
Cristina Ochoa	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Alicia Megofna on December 3, 2024



SSC Chairperson, Cristina Ochoa on December 3, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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