



Odyssey Charter School

**CHARTER RENEWAL
PETITION**

**Submitted November 1, 2013 to the
Los Angeles County Board of Education**

This charter renewal petition was prepared in compliance with the terms, conditions and requirements of the Charter Schools Act. Submitted by ***Odyssey Charter School***, a California nonprofit public benefit corporation, with the support of parents, teachers, community leaders and other concerned citizens of Los Angeles County.

Odyssey Charter School pledges to be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Odyssey Charter School (OCS) is located in Los Angeles County and was granted its charter by the Los Angeles County Board of Education on May 25, 1999 and began serving 230, kindergarten through 8th grade students on September 7, 1999. The school site is located at 725 W. Altadena Dr. Altadena, CA 91001. OCS is seeking a five-year renewal of its charter, from July 1, 2014 to June 30, 2019.

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AFFIRMATIONS & ASSURANCES

Odyssey Charter School (“OCS,” “Odyssey,” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of the Odyssey Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Odyssey Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall inform the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, and shall upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- The Charter School shall comply with applicable provisions of SB 1290.
- The Charter School shall comply with applicable provisions of SB 1088.
- The Charter School shall comply with applicable provisions of AB 1799.
- The Charter School shall comply with applicable provisions of AB 1575.
- The Charter School shall comply with applicable provisions of AB 1859.
- The Charter School shall comply with applicable residency and school attendance rights for foster children.

A. CHARTER SCHOOL COMPLIANCE WITH LEGAL REQUIREMENTS

Governing Law “ [A] reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.” (5 CCR 11966.4(a)(2))

Effective Date	Legal Citation/Description	How the Charter School has Met the Requirement
July 1, 2013	Education Code Section 47607.3, consequences for failure to improve outcomes for 3 or more numerically significant pupil subgroups, revocation	Not applicable; Charter School is not under threat of revocation for failure to improve pupil outcomes
July 1, 2013	Education Code Section 47604.5(d), State Board may revoke charter for failure to improve pupil outcomes across multiple state and school priorities	Not applicable; Charter School is not under threat of revocation for failure to improve pupil outcomes
January 1, 2013	Education Code Section 47605(b)(5)(B), charter petition must include pupil outcomes that address increases in pupil academic achievement both schoolwide and for all numerically significant pupil subgroups	Compliant language added to Element 2 of charter
January 1, 2013	Education Code Section 47605.6(b)(5)(B), charter petition must include pupil outcomes that address increases in pupil academic achievement both schoolwide and for all numerically significant pupil subgroups	Not applicable (not a countywide benefit charter)
January 1, 2013	Education Code Section 47607(a)(3) and (b)(1), factors and threshold requirements for considering renewal of charter petitions	Charter School has met threshold requirements for renewal and has demonstrated student academic achievement; both shown in charter

January 1, 2013	Education Code Section 47607(c)(2), factors for considering revocation	Not applicable; Charter School not under threat of revocation
January 1, 2013	Education Code Section 49010, <i>et seq.</i> , prohibition on pupil fees for educational activities	Charter School has adopted a policy regarding pupil fees, and does not charge pupil fees for educational activities
January 1, 2013	Education Code Section 49068, transfer of student records	While not applicable to charter schools, Charter School does comply with requests for transfer of student records within 10 days
January 1, 2013	Education Code Section 48645.5, enrollment or readmission of students who have had contact with the juvenile justice system	While not applicable to charter schools, the Charter School will not deny enrollment or readmission to a student solely on the basis that he or she has had contact with the juvenile justice system
January 13, 2013	Education Code Section 12001.7, application for construction bond	Not applicable; Charter School is not applying for a construction bond
January 1, 2013	Education Code Section 48900(r), suspension and expulsion offenses	While not a requirement of charter schools, list of enumerated offenses was revised to account for electronic bullying
June 27, 2012	Education Code Section 47603, borrowing moneys from a county office of education to meet cash management needs	Not applicable; the Charter School has not borrowed money from the County
January 1, 2012	Education Code Section 200, Nondiscrimination	The Charter School will not discriminate against students on the basis of gender identity and gender expression (affirmation(s) in charter petition)
January 1, 2012	Education Code Section 47605.6(b)(5)(B) (pupil outcomes demonstrate that pupils have attained ... aptitudes...)	Not applicable (not a countywide benefit charter school)
January 1, 2012	Education Code Section 47605.6(e)(1) (nondiscrimination on the basis of gender identity and gender expression)	Not applicable (not a countywide benefit charter school)
January 1, 2012	Education Code Section 47612.7 (Center for Advanced Research and Technology; statute inoperative on 7/1/17)	Not applicable (not Clovis or Fresno Unified School Districts)
December 16, 2011	5 CCR 11965, definitions for general provisions related to charter schools	Not applicable; charter petition has not been nonrenewed

December 16, 2011	5 CCR 11968.5.1, revocation of a charter by the State Board of Education	Not applicable; Charter School not eligible for revocation by State Board of Education
December 16, 2011	5 CCR 11968.5.2, charter revocation	Not applicable; Charter School not under threat of revocation
December 16, 2011	5 CCR 11968.5.3, charter revocation if severe and imminent threat to health and safety of pupils	Not applicable; Charter School not under threat of revocation
December 16, 2011	5 CCR 11968.5.4, appeal of a district charter revocation to a county board of education	Not applicable; Charter School not under threat of revocation
December 16, 2011	5 CCR 11968.5.5, appeal of a county board of education charter revocation to the State Board of Education	Not applicable; Charter School not under threat of revocation
November 23, 2011	5 CCR 11966.4, renewals, appeals, and statewide benefit charter schools	Compliant language added to Introduction section of charter and appendix
November 23, 2011	5 CCR 11966.5, appeals of nonrenewed charters to county board of education	Not applicable; charter petition has not been nonrenewed
November 23, 2011	5 CCR 11966.6, appeals of nonrenewed charters to State Board of Education	Not applicable; charter petition has not been nonrenewed
November 23, 2011	5 CCR 11966.7, categorical funding for charter schools renewed by a different authorizer	Not applicable; charter petition has not been nonrenewed
November 23, 2011	5 CCR 11967, appeals of petitions for the establishment of a charter school	Not applicable; Charter School is not a new charter school
November 23, 2011	5 CCR 11967.5.1	Not applicable; Charter School is not appealing nonrenewed
February 13, 2011	5 CCR 11968.5, revocation by State Board of Education	Not applicable; Charter School not eligible for revocation by State Board of Education
January 1, 2011	Education Code Section 48900(r), suspension and expulsion offenses	While not a requirement of charter schools, list of enumerated offenses was revised to account for electronic bullying
January 1, 2011	Education Code Section 48000 (transitional kindergarten)	If the Charter School receives apportionment for Transitional Kindergarten, it will offer Transitional Kindergarten
January 1, 2011	Education Code Section 47614.5(i) (distribution of facilities grants)	Not applicable; Superintendent is responsible for change, not Charter School

January 1, 2011	Education Code Section 48000 (minimum age for admission)	The Charter School complies with minimum age for admission by screening all applicants for birthdates in accordance with Education Code Section 48000
September 18, 2010	5 CCR 11967.6, statewide benefit charter petition	Not applicable; Charter School is not a statewide benefit charter school
September 18, 2010	5 CCR 11967.6.1, statewide benefit charter petition notifications	Not applicable; Charter School is not a statewide benefit charter school
January 1, 2010	Corporations Code Section 5047, prohibition on nonvoting directors of a nonprofit public benefit corporation	No nonvoting directors on Board
January 1, 2010	Education Code Section 47614.5(i) (distribution of facilities grants)	Not applicable; Superintendent is responsible for change, not Charter School
January 1, 2010	Education Code Section 47634.1(e) (limitation on funding deficiency)	Not applicable; Charter School is not responsible for change
January 1, 2010	Education Code Section 47660(c) (inapplicability to conversion charter school)	Not applicable; Charter School is not a conversion charter school
January 1, 2009	Education Code Section 47605(h) (definition of academically low achieving)	Not applicable; Charter School is not a new charter school
January 1, 2009	Education Code Section 47612.7 (Center for Advanced Research and Technology; statute inoperative on 7/1/17)	Not applicable (not Clovis or Fresno Unified School Districts)

CHARTER RENEWAL CRITERIA

The following shall serve as documentation confirming the Charter School has met the one of the three statutory criteria required for renewal set forth in Education Code Section 47607(b) (5 CCR 11966.4(a)(1)).

The Charter School has met one of the three possible criteria for renewal. (See Appendix A for copies of evidentiary data reports)

- The Charter School has met or exceeded its API growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the Charter School. (Education Code Section 47607(b)(1))

Year	API Growth Score	API Growth Target	Actual Growth	Met Growth Target Schoolwide and Subgroups
2013	860	*	12	No
2012	848	*	20	No
2011	824	*	-4	No
2010	828	5	34	Yes
2009	795	5	28	Yes

**denotes charter school exceeded the API target of 800*

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API in the prior or in two of the last three years. (Education Code Section 47607(b)(2))

Year	Statewide Ranking
2012	7
2011	6
2010	7
2009	6
2008	5

- The Charter School has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior or in two of the last three years. (Education Code Section 47607(b)(3))

Year	Similar Schools Ranking
2012	2
2011	3
2010	4
2009	10
2008	3

INTRODUCTION

Overview

In 1999, a group of educators came together with the goal of creating a public charter school which would address the diverse learning needs of students in the Pasadena area. Over the course of the past fifteen years, Odyssey Charter School has grown into this vision and become a prominent public school choice for many families in local and surrounding area. Our community of students, teachers, staff, parents, and alumni has continued growing and expanding. Our community now includes over 430 students, 42 teachers and staff, over 300 families and over 400 alumni.

During the 2009 rechartering, Odyssey was charged with ensuring that access to enroll at the school was maintained for all students, and increased for English language learners. This directive to increase the recruitment and enrollment of EL students was taken seriously, and has resulted in a significant increase in the number of EL students enrolled. Our commitment to meet the learning needs of all students remains strong, and is evidenced by the continuous professional development activities teachers and staff participate in, our thoughtful dialogues surrounding teaching and instructional practices, but above all by the success of our students and the advances we see in their learning.

This petition highlights the accomplishments and successes we have enjoyed over the past five years. We have grown our student body, rooted ourselves in outdoor learning in our gardens and orchard, and formed a highly qualified and skilled group of educators leading our classrooms and campus. We have risen above unprecedented financial challenges, and found creative ways of continuing to provide the high quality public education our community expects from us. All the while, we continue exploring opportunities for further growth and improvement; some of these areas include improving the academic performance of all our student subgroups on statewide tests, continuing to improve our practice as educators to ensure we are meeting the needs of all our students, and above all searching and securing additional funding to support our students and our community.

Enrollment

Since 2006, Odyssey Charter School has deeply enjoyed and benefitted from the six acre facility leased to us by Pasadena Unified School District, under the auspices of Proposition 39. The ability of our school community to maximize the use of this facility has enabled many great achievements to take place over the past eight years. We have been able to establish and maintain various campus garden areas; we have maximized and grown into all of the spaces on the campus, and have even established and solidified the award winning Odyssey Orchards.

Over the course of the past five years, Odyssey has incrementally grown its enrollment by 65%; from 260 students in 2009/2010 to 439 students in the 2013/2014 year. This enrollment growth has allowed us to serve a larger number of local students and families seeking an alternative

public school choice in the Altadena/Pasadena community. The numeric increase in our student body has also led to an expansion into 18 classrooms for the fall 2014 term.

As the number of students has increased, we've also seen a shift in our demographics. Since 2009, we have continued to make strides in this area, chiefly as a result of targeted outreach and recruitment strategies. In the past five years we've seen an increase of nearly 400% of English learners, an increase of 130% in the number of Hispanic/Latino students, and an increase of 150% in the number of Asian/Pacific Islander students.

In 2010, the California Department of Education and its Longitudinal Pupil Achievement Data System (CALPADS) changed the manner in which student demographic data was reported to more accurately reflect federal reporting requirements. This change allows for more accurate reporting of race and ethnicity data which is consistent with federal data reporting and data sets used by various agencies. After this reporting change, we began seeing a noticeable change in the number of students being reported as African American; however this was only visible in data reports as our student body was not visibly changing. In the years since this change, substantial resources have been dedicated to ensuring all students are accurately reporting race and ethnicity data on all enrollment forms, which became part of the CALPADS system that support all statewide reporting mechanisms.

Student Achievement

In the area of student achievement and performance on statewide standardized tests, Odyssey has also made significant progress. Over the past five years, students have been able to demonstrate greater levels of proficiency in English Language Arts, Mathematics, Writing, Science, and History-Social Sciences. Some highlights of our progress over the past five years include:

- Schoolwide API has grown from 795 in 2009 to 860 in 2013
- Hispanic student subgroup API has grown from 808 to 836 with an increase in the number of students in this subgroup from 45 in 2009 to 127 in 2013.
- White student subgroup API has grown from 876 in 2009 to 932 in 2013
- African American student subgroup API has grown from 749 in 2009 to 758 in 2013
- Socioeconomically disadvantaged student subgroup API grew from 777 in 2009 to 797 in 2013 with an increase in the number of students in this subgroup from 69 in 2009 to 119 in 2013
- Students with disabilities student subgroup API grew from 727 in 2009 to 741 in 2013 with an increase of 300% in the number of students in this subgroup from 11 in 2009 to 45 in 2013
- Percentage and number of students, including all subgroups, who scored proficient or higher in English Language Arts increased from 2009 to 2013

- The percentage of students who scored below basic and lower, decreased from 15% 2009 to 6% 2013 in English Language Arts
- The percentage of students who scored below basic and lower, decreased from 23% 2009 to 13% 2013 in Mathematics
- The 23 EL students who took the CST, earned an API of 756 in 2013
- Five of the seven grade levels tested earned an API over 800; 3rd grade scored 799.

While these achievement gains are important, we are cognizant of our duty to remain a viable public school choice to families in the Pasadena and Altadena communities. In reviewing our performance against our local Pasadena Unified comparison schools, Franklin Elementary, Altadena Elementary and Eliot Middle School, we are able to see increased levels of achievement when comparing API and proficiency levels on the California Standards Tests. Some highlights of this comparison include:

- Percentage of 2nd through 5th grade students scoring proficient or advanced on the CST English Language Arts test is better than both Franklin Elementary and Altadena Elementary
- Percentage of 2nd through 5th grade students scoring proficient or advanced on the CST Mathematics test is better than both Franklin Elementary and Altadena Elementary
- Percentage of 5th grade students scoring proficient or advanced on the 5th grade CST Science test is better than Franklin Elementary and Altadena Elementary
- Percentage of 8th grade students scoring proficient or advanced on the 8th grade CST Science test is better than Eliot Middle School
- Percentage 7th and 8th grade students scoring proficient or advanced on the CST Mathematics test is nearly twice as high as that of Eliot Middle School
- Percentage 7th and 8th grade students scoring proficient or advanced on the CST English Language Arts test is nearly twice as high as that of Eliot Middle School

Despite an increase in the performance achievement of many students, additional improvements are still needed. One of these areas of growth is the academic achievement of African American students. The nine point growth from 2009 to 2013 is an occurrence which we continue to research in an effort to improve upon. Despite our continued instructional improvement efforts, we have witnessed an API spread of 72 points over the past five years.

These API and AYP highlights are a brief overview of our student achievement, a more detailed analysis of student performance is found in the accompanying pages of our charter petition. As we move into the next five years and the implementation of the CA Common Core State Standards and the next generation of assessments, we anticipate being able to continue targeting instruction to meet the learning needs of all students to ensure they demonstrate proficiency and mastery of all content areas.

Financial Support

As a result of our longstanding financial stability, Odyssey was able to withstand the significant budget cuts and accompanying deferrals which severely crippled California's educational system. Despite our strong financial position we continue to feel the effects of these budget cuts; art and music classes are no longer part of our educational program; teachers are unable to attend out of state professional development experiences; and other expenses once seen as beneficial to our school are now non-essentials.

In true evidence of the hallmark strength of our community, we have come together and have been able to deflect some of the impact of these cuts.

The Odyssey Parent Participation Group (OPPG) grew in numbers and strength, and mobilized to ensure the key elements which distinguished Odyssey remained available to our students. Over the past five years, Odyssey parents have raised nearly \$350,000 to directly support our students and school. These financial contributions have been paramount to our success and have enabled us to maintain small classroom sizes, a clean and safe campus environment, and instructional support for our students in the form of teacher assistants, a physical education teacher, and a computer lab assistant.

In 2010, we were faced with an increased number of middle school students who needed additional support, resources, but above all, a place to call their own. Odyssey was fortunate to receive a \$75,000 grant from the Ahmanson Foundation in support of our Middle School Project which enabled us to purchase, rehabilitate, and furnish three portable classrooms which now serve as our middle school environment. This minor acquisition has been a great addition to our campus and allowed our middle school students to have a space to grow, learn, and thrive.

Professional Development

Despite significant budget cuts, we have remained committed to offering all teachers ongoing professional development opportunities designed to improve their practice and yield increased gains in student achievement. Throughout the past five years, Odyssey teachers have attended workshops, seminars, and trainings in the area of writing, mathematics, reading, and social emotional wellbeing. These opportunities have enabled teachers to learn new strategies to improve their practice and by extension positively affect student performance and achievement.

In the upcoming months, Odyssey teachers and staff will all participate in professional development opportunities surrounding the implementation of the California Common Core State Standards and the new CA Measurement for Academic Performance and Progress assessment program. Our focus will be to identify ways of bridging our existing practice with the new standards and gain deeper understanding of the new assessment methods. In reviewing the standards, teachers have been able to identify various themes which have been integral to our educational program for many years. The increased use of writing as an evidentiary element of learning is a key component of our Reader's and Writer's Workshop curriculum. Over the past five years, 85% of our fourth and seventh grade students have excelled in the California Standards Test in Writing. We anticipate our students will be able to successfully demonstrate their learning on these new assessments.

In the area of technology in learning, teaching, and assessment we have launched a technology plan designed to meet the needs of the computer based assessment tools under development. Our plan features an infrastructure update to handle the increased demand to our existing network, ongoing support of a technology coach who will facilitate the integration of technology in the classroom, and the acquisition of 150 devices dedicated for student use.

The Next Five Years

As the Odyssey Charter School community prepares for the next five years, we gratefully acknowledge the support and commitment to our success by the LACOE Charter Schools Office. The collaborative working relationship we have built has been instrumental in ensuring we balance our approach to learning, teaching and assessment with the increasing accountability and performance demands from external stakeholders.

We will continue celebrating our present success and milestones. We have made tremendous strides in the area of student achievement, enrollment growth, and reputation. We are a highly sought after school of choice, not only by families for student enrollment, but also by employees seeking a challenging and rewarding work environment. Our teachers are highly skilled and dedicated individuals who work arduously to enrich the lives of our students and our community. The dedication and fundraising efforts of our parent community strengthen the ties which make us a caring place where the learning, success, and development of all students are deeply valued.

Our strengths also come with a number of opportunities as we approach our sixteenth year of operation. We are committed to identifying and dedicating the necessary resources to close the achievement gap. Despite all the gains in this area, an educational disparity remains and it is our obligation to ensure all students enrolled at Odyssey are performing and demonstrating growth and learning. As educators, we firmly believe in our collective ability to educate all students and provide them with an engaging educational program designed to prepare them for success at the secondary level and beyond.

In continuing to evaluate and improve our program we also see the opportunity to ensure we remain authentic in our teaching and learning methods and approaches. We look forward to the opportunity to delve into dialogues as educators surrounding the evaluation and assessment of student learning. As California reveals its new assessments, we look forward to the opportunity for demonstrating the knowledge and skill of our students. Furthermore, we will continue forming and cultivating key partnerships aimed at providing our students an enriched educational experience. Finally, we hope to secure additional funds to augment the programs and offerings which enrich the lives of our students, and make their formative years at Odyssey a truly memorable educational experience.

ELEMENT A—EDUCATIONAL PROGRAM

Governing Law: “A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(b)(5)(A)(i)

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

A. VISION

Odyssey Charter School is a nurturing environment where self-directed students develop academic skills and real life knowledge through exploration, investigation, reflection, and collaboration with other students, teachers, parents and the wider community: a classroom without walls.

B. MISSION

The mission of Odyssey Charter School is to develop students who are active in their learning, aware of their interests, and who seek to expand and explore their knowledge through dynamic collaboration with peers and teachers within an academic setting and the larger community.

This is achieved in classroom environments by creating an active and engaging learning environment grounded in a workshop format. Odyssey envisions workshop as an opportunity for student choice within an environment of academic excellence.

Odyssey’s nurturing environment provides students with the tools and values they need for their own social emotional wellbeing and to be socially responsible in a rapidly changing global community. In addition to high academic standards, Odyssey’s nurturing environment provides students with opportunities that allow them to take ownership of their learning which they can transfer to their lives outside the classroom walls.

C. CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES

Odyssey Charter School recognizes the importance of ensuring all students, including all student subgroups, unduplicated students, and students with exceptional needs, are learning and demonstrating growth and progress throughout their schooling at Odyssey. One way we ensure this is by complying with the eight State Priorities as outlined in Education Code 52060. The following table identifies how our educational program meets the identified eight state priorities. Full details of the goals, actions, and methods of assessment are found within the stated areas of our petition.

<u>STATE PRIORITY #1— BASIC SERVICES</u>	
STATE PRIORITY SUBGOALS	DETAILED INFORMATION & LOCATION IN PETITION
Subgoal A- The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed	Element E— Qualifications for School Employees Section 3: Credentials
Subgoal B- The degree to which every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119)	Element A— Educational Program Section F: Curriculum & Instructional Design
Subgoal C- The degree to which school facilities are maintained in good repair (E.C. §17002(d))	Element Q— Potential Effect on Sponsoring Entity Section IV: Facility
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
STATE PRIORITY GOAL	DETAILED INFORMATION & LOCATION IN PETITION
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	Element A— Educational Program Section F: Curriculum & Instructional Design
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
STATE PRIORITY GOAL	DETAILED INFORMATION & LOCATION IN PETITION
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	Element D— Governance Structure of the School Section IV: Parental Involvement
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
STATE PRIORITY SUBGOALS	DETAILED INFORMATION & LOCATION IN PETITION
Subgoal A- CA Measurement of Academic Performance & Progress (CA MAPP) or other statewide adopted standardized assessment	Elements B & C— Measurable Pupil Outcomes & Assessment Methods
Subgoal B- The Academic Performance Index (API)	Elements B & C— Measurable Pupil Outcomes & Assessment Methods Section V: Academic Performance Index
Subgoal C- Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education	Not Applicable Grade Levels
Subgoal D- Percentage of ELs who make progress toward English language proficiency as measured by the CELDT	Elements B & C— Measurable Pupil Outcomes & Assessment Methods
Subgoal E- EL reclassification rate	Elements B & C— Measurable Pupil Outcomes & Assessment Methods
Subgoal F- Percentage of pupils who have passed an AP exam with a score of 3 or higher	Not Applicable Grade levels
Subgoal G- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early	Not Applicable Grade levels

Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
STATE PRIORITY SUBGOAL	DETAILED INFORMATION & LOCATION IN PETITION
Subgoal A- Student engagement as measured by school attendance rates	Element A— Educational Program Section: Attendance
Subgoal B- Student engagement as measured by chronic absenteeism rates	Element A— Educational Program Section: Attendance
Subgoal C- Student engagement as measured by middle school dropout rates (EC §52052.1(a)(3))	Element A— Educational Program Section: Attendance
Subgoal D- Student engagement as measured by high school dropout rates	Not Applicable Grade Level
Subgoal E- Student engagement as measured by high school graduation rates	Not Applicable Grade Level
STATE PRIORITY #6— SCHOOL CLIMATE	
STATE PRIORITY SUBGOALS	DETAILED INFORMATION & LOCATION IN PETITION
Subgoal A- School climate as measured by pupil suspension rates	Element J— Pupil Suspension & Expulsion Section I: Student Discipline
Subgoal B- School climate as measured by pupil expulsion rates	Element J— Pupil Suspension & Expulsion Section I: Student Discipline
Subgoal C- School climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Element A— Educational Program Section G: Curriculum & Instructional Program Social Emotional Wellbeing Domain
STATE PRIORITY #7— COURSE ACCESS	
STATE PRIORITY GOAL	DETAILED INFORMATION & LOCATION IN PETITION
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.	Element A— Educational Program Section G: Curriculum & Instructional Program Academic Excellence Domain
STATE PRIORITY #8— OTHER STUDENT OUTCOMES	
STATE PRIORITY GOAL	DETAILED INFORMATION & LOCATION IN PETITION
Pupil outcomes, if available, in the subject areas described above in #7, as applicable	Elements B & C— Measurable Pupil Outcomes & Assessment Methods

D. WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

Over the course of Odyssey's history, diversity has been a key element and distinguishing characteristic of our school community. While we celebrate the racial/ethnic diversity of our school community, the diversity of learning styles which are honored and appreciated at Odyssey is what truly makes our program unique.

Odyssey's unique school design offers families in the Pasadena/Altadena and surrounding communities a public school choice for approximately 450 students in kindergarten through 8th grade. Our multi-faceted learning environment embraces the individual and varied learning styles of all students and is tailored to meet the needs of those who learn best by doing.

Additionally, our program is well suited for:

- Students who are high achieving, engaged, self-directed and independent thinkers
- Students whose learning style or giftedness may limit their ability to achieve their learning potential in a conventional classroom employing traditional methods
- Students who would find greater success in a developmental environment focusing on the needs of the whole child – academic, social and emotional
- Students with special needs for whom a least restrictive/modified inclusion model is deemed appropriate
- Students designated as English language learners, foster youth, and FRPM-eligible students who can benefit from Odyssey's unique school design

For the 2013-2014 school year, Odyssey's student enrollment demographics are:

2013/2014 Enrollment	
Total Enrollment	439
African American	73
American Indian/ Alaska Native	16
Asian	33
Filipino	8
Hispanic or Latino	137
White (not Hispanic)	180
Multiple or No Response	0
FRPM- Eligible	88
English Learners	16
Students with Disabilities	39

E. AN EDUCATED PERSON IN THE 21ST CENTURY

Odyssey's unique school design and instructional program educates students in three interdependent learning domains— academic excellence, social emotional wellbeing, and social responsibility. These three domains are seen working in unison throughout our educational program in every classroom with the aim of developing students who are active in their

learning, aware of their interests, and who seek to explore and expand their knowledge beyond the classroom.

Academic Excellence

Academic Excellence is the ability to think critically, transfer knowledge and undertake original thinking with creativity and imagination. A workshop based approach provides opportunities to integrate multiple content areas and for teachers to be responsive to student interests. By focusing instruction in a workshop based approach, teachers are better able to meet the learning needs of students, address student interests and incorporate standards within an environment of academic excellence. Odyssey's curriculum includes four core content areas: English Language Arts/Literacy, Mathematics, Science, and History/Social Science. Other non-core subject areas taught include the study of the arts, humanities and physical education. The content of instruction is guided by both the California Common Core State Standards (CA CCSS) and the Content Standards for California Public Schools for History-Social Science, the Next Generation Science Standards (NGSS), and the English Language Development Standards for California Public Schools.

Social Emotional Wellbeing

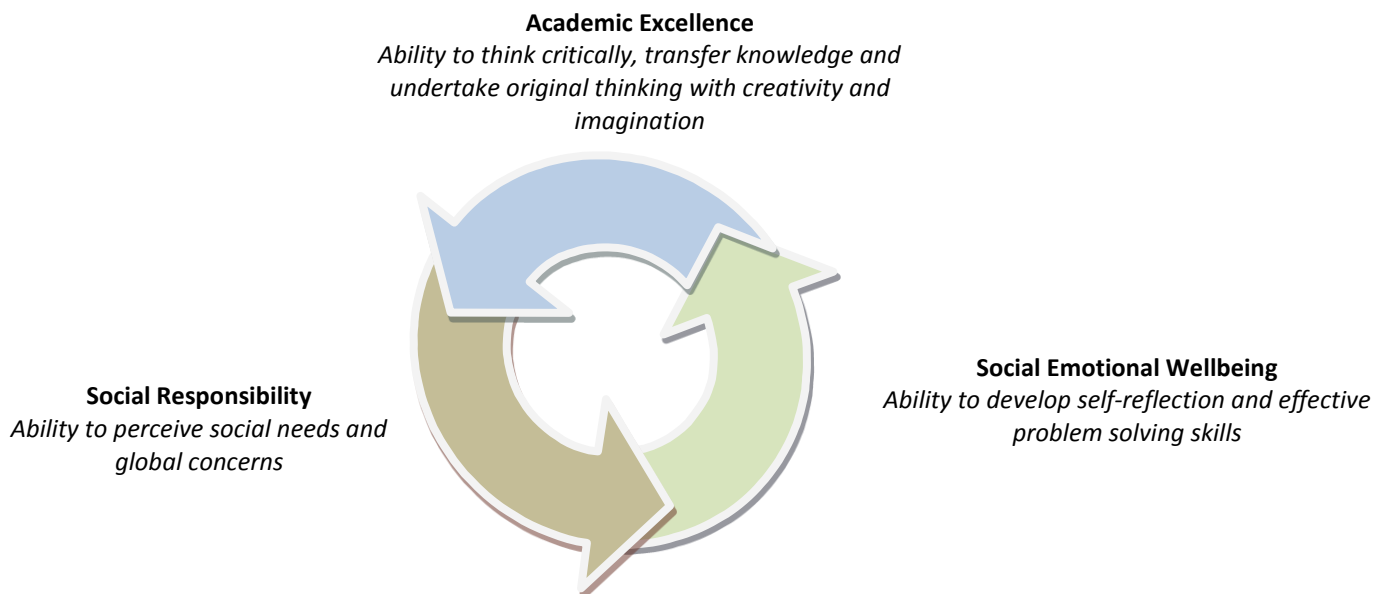
Social Emotional Wellbeing is the ability to develop self-reflection and effective problem solving skills. This serves as the foundation for respect for oneself and differing lifestyles, views and beliefs of others. We strive to be a caring community where social and academic learning are fully integrated throughout the school day, and where students are nurtured to be strong, ethical, critical thinkers.

Odyssey utilizes The Responsive Classroom (Northeast Foundation for Children, Inc (NEFC), 2007) approach to teach social, emotional, and academic skills. This approach is based on the principle that children learn best when they have both academic and social emotional skills.

Social Responsibility

Social Responsibility is a student's ability to perceive social needs and global concerns. Through increasing awareness and sensitivity toward social, cultural, and environmental concerns, students apply leadership and problem solving skills to make positive contributions to their community and society. By accessing resources in the community, Odyssey provides students opportunities for ongoing civic engagement and leadership, which increases their understanding of ways to contribute to society. Students collaborate with teachers, parents, and the community at large to create innovative ways to apply their knowledge and leadership skills in a real-world context.

The graphic below illustrates the three learning domains detailed above.



F. HOW LEARNING OCCURS AT ODYSSEY

Odyssey's unique school design is grounded in extant research which serves as the foundation for our educational program and classroom methodologies. By taking the foundational elements of this research and adapting to meet our students' needs, we are able to ensure our students grow and develop within the context of our three educational domains of academic excellence, social emotional wellbeing, and social responsibility. Furthermore, we also recognize the importance of parental involvement and support in students' success which we also outlined in this section.

Foundational Research

Constructivist Learning Theory

Constructivism is a "viewpoint in learning theory which holds that individuals acquire knowledge by building it from innate capabilities interacting with the environment" (Houston, 1995, p. 64). Constructivist theory posits that as students learn, they do not simply memorize or adopt others' conceptions of reality but instead, create their own meaning and understanding of material being taught. Odyssey's experiential-based school design acknowledges learning best occurs when the students derive their own understanding through learning experiences. Swiss psychologist Jean Piaget's extensive research guides the educational program's core belief of developmentally appropriate learning based on a students' individual age and stage (Piaget, 1952).

Theory of Multiple Intelligences

Educational theorist Howard Gardner has pioneered the field of multiple intelligences which emphasizes different ways of knowing and being smart. This research has led to the understanding that intelligence can occur in at least seven different domains, each at varying degrees-- from musical intelligence, to interpersonal intelligence (Gardner, 1983). To access

students' prior knowledge, abilities and skills, teachers should use a variety of approaches in both instruction and assessment (Gardner, 1993) (Viadero, 1994). This research guides Odyssey's commitment to establishing a learning environment, learning process and an educational program which honors individual learning styles and abilities.

Social Emotional Intelligence

Social emotional development provides the platform for learning and development of self-reflection and effective problem solving (Cohen, 2001; Gardner H., Feldman, D. H. & Krechevsky, M., 1998; Goleman, 1995). It describes the ability to motivate ourselves toward a positive goal, to understand and manage our own emotions and impulses, to handle the emotions of others, and to build positive relationships. These skills enhance the problem solving and decision-making abilities of students, improve their relationship satisfaction, and maximize their potential in school. Ultimately, it creates a fundamental shift in the structure of the school toward collaboration, inclusion, and humanism.

Multiage and Looping Classrooms

When analyzed through the lens of social context, cognitive development has been well documented and linked to the construction of knowledge (Bruner, 1973; Piaget, 1952; Vygotsky, 1978). This research has been instrumental in providing a foundation for multiage and looping groupings which support educational environments with multi-year relationships or two or more grades per classroom. Both the looping classroom and multiage classroom allow students the flexibility to progress at their own pace along a continuum of learning. Additionally, multi-year relationships between teacher and student create a familiarity with the social emotional health of a student and provides for deeper understanding of the "whole child" to guide instructional decisions. By offering multiage and/or looping classrooms, the educational program is not restricted to age or grade-specific instruction; instead, individual students work through course work at their own pace within the multiage or looping grouping.

Instructional Methodologies & Approaches

Workshop Format Instruction

The workshop format provides an organized and predictable instructional structure where teachers are viewed as mentors and models. In the workshop environment, students learn and practice new strategies, develop understanding and explore questions using prior and personal experience as scaffolds to creatively integrate new knowledge. Teachers confer, stimulate, and question as they work with whole groups, small groups and individual students to personalize instruction. The workshop model may also include self-reflection, projects or presentation of accomplishments.

California State Standards

The California Common Core State Standards (CA CCSS), History-Social Science Content Standards for California Public Schools, Next Generation Science Standards for California Public Schools (NGSS), and the California English Language Development (ELD) Standards serve as guiding documents which provide the instructional content of our curricula.

Parental Involvement

All members of the Odyssey community are expected to be fully engaged in a variety of ways in their child's education. While it is understood each family will participate differently, all families are expected to be involved in the following ways:

- Participate in their child's learning by attending parent/teacher meetings, attending classroom celebrations, ensuring students arrive to school on time daily, provide a time, environment and support for homework, and stay in contact with the school and teacher at all times
- Financially support the school by giving to the Annual Campaign or supporting the various fundraisers held throughout the year
- Volunteer in a classroom, on a committee, or serve in a leadership capacity with the Odyssey Governing Board, Odyssey School Site Council, or the Odyssey Parent Participation Group
- Attend and support any of the events, meetings, and activities hosted throughout the year. Community is one of our strengths, and parent support is critical to the continued success of the school

Technology in Learning & Teaching

Technology is a tool which is used to support the learning and teaching process. Via an integrated approach, teachers are able to enhance their practice with available technologies with the goal of supporting student learning. Technology at Odyssey enriches the workshop approach, supports in-class demonstrations, and serves as a tool for teaching information literacy, critical thinking, independent and life-long learning, and social responsibility.

Teachers use technology as a tool to assist in differentiating instruction and ensure the needs of our diverse community of learners are met. In a broader level, technology will be used to foster independent learning, offer individualized instruction, provide interactive hands-on experiences, and support our interdisciplinary thematic framework and teach important skills necessary to succeed in the 21st century.

Furthermore, technology is utilized as an evaluation and data collection tool to monitor student learning and progress. In the near future, technology will serve as the platform by which all students will complete statewide assessments such as the CA MAPP or other statewide adopted standardized test.

Attendance

School attendance is a critical part of achieving success with our educational model. Throughout the past ten years, Odyssey has continued increasing its Average Daily Attendance (ADA) through an engaging curriculum, staff intervention, and ongoing parent communication. Consequently, we can report a measured improvement in our attendance data for this period from 93% in 2008, to nearly 97% in 2012.

Plan for Independent Study

Odyssey may, on a case-by-case basis, use short-term independent study contracts for students who receive prior approval for absences due to travel, extended illness, or another cause of three or more days in duration. Any such independent study will be limited to occasional, incidental instances of extended absences, and will be fully compliant with all independent study statutes and regulations applicable to charter schools.

If the Charter School provides instruction through independent study on an incidental basis, it will comply with all requirements of statutes applicable to independent study in charter schools, including Education Code Section 51745, et seq., and applicable regulations. The Charter School maintains its Independent Study Board Policy and Master Agreement on file at the school site; these will be made available to the County upon request.

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G. CURRICULUM & INSTRUCTIONAL DESIGN

Odyssey follows the California Common Core State Standards (CA CCSS), CA Standards for History-Social Science, and the Next Generation Science Standards (NGSS) in its core curricula. Adhering to this framework is the most direct strategy to help students develop skills competency and mastery of the CA CCSS at each grade level. Additionally, curriculum is taught strategically in a sequential manner to ensure students master particular skills and knowledge at designated points in time, building early skills as the foundation for more complex higher-order skills and knowledge. To assess learning, core curriculum area assessments are

administered at multiple points; at the beginning of a unit of study, throughout the unit of study and at the end of the unit of study. This multi-point approach helps teachers gauge student progress toward mastery of the CA CCSS and informs teacher instructional methods and intervention strategies needed to ensure learning and student success.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students' prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies for those students who are not demonstrating progress towards unit goals and grade level standards
- Engage in dialogue where teachers and students press for clarification and explanation, require justifications of proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, interpret and use each other's statements

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #1— BASIC SERVICES <i>The degree to which every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119)</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	All instructional materials purchased will be aligned to Common Core State Standards and aligned with our charter petition

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CA CCSS) <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
Subgoal A- 100% of teachers will participate in professional development on the implementation of Common Core State Standards annually Subgoal B- EL students will gain academic content knowledge and English language proficiency	Subgoal A- Identify and participate in intensive professional development and trainings on the Common Core State Standards and Technology in Teaching and Learning Subgoal B- EL students participate in English/Language Arts instruction with appropriate instructional support

Classroom Environments

The foundation for Odyssey's instructional program is grounded in structured classroom settings. Our multiage and looping classroom environments foster collaboration and support the educational program by providing a workshop based approach, which engages students at a deeper level of interest.

Multiage & Looping Learning Environments

Odyssey may group students in a range of up to two grade levels per classroom (multiage) or two consecutive years of the same teacher (looping), contingent on the needs of the school and its students. The practice of teaching students in both multiage and/or looping classrooms creates a classroom of learners of different ages and ability levels which allows students to progress along a continuum of simple to more complex material at their own rates. At its core, the intent is for students to have the ability to remain with a teacher for two years. This design also creates a learning environment that gives students extra time together to build relationships with each other and their teachers, and provides an efficient continuum of experience that boosts achievement, learning and social emotional wellbeing. This approach benefits teachers as well, giving them more time to get to know students and families, to know their needs, and to use longer-term strategies to effectively teach to those needs. The benefits of a multiage or looping setting include:

- Teachers are able to be more responsive to individual students' developmental stage, ability and interests
- Different levels of ability, development, and learning styles are expected, accepted, respected, and used to design curriculum and related activities
- Students learn through active involvement with materials and with each other, with adults, and with other children serving as informal tutors
- Learning materials are concrete, real, and relevant to students' lives
- Promotion of pro-social behavior by offering stimulating activities and encouraging choices
- A familial setting, which allows teachers to nurture students' emotional and social wellbeing
- Students continually work to acquire competence in all areas, moving at their own rates through each aspect of the curriculum
- Improved classroom management as dynamics become clearer and more manageable for teachers.

Collaborative Learning Environment

A collaborative learning environment declares *everyone* is a learner. In this environment there is a passion for teaching and learning. Teachers become facilitators who know their students' talents, prior school experiences and needs. This knowledge enables teachers to respect where they are coming from in order to support further learning. For true collaboration to take hold, teachers create a learning environment that is emotionally, intellectually, and psychologically

safe; where learners can acknowledge what they do not know, take risks, and reflect and revise what they know and what they choose to do. Collaboration promotes social and emotional intelligence as students work together. Most importantly, collaborative learning is about exploring the unknown together, beginning with an abundance of questions that challenge assumptions and spark lively discussions. It requires active listening, careful observation of how individuals are responding, and leaving space for silence that can often lead to great discoveries. Lastly, a collaborative learning environment allows everyone to learn how to think on his or her own, interpret information, and think through problems.

The distinctive characteristics of Odyssey's instructional setting are:

- Multicultural, student centered environment where all students are held to high academic and behavioral standards
- Balance of whole class, small group and individual settings flexible enough to meet the varying needs of individual students, including a modified inclusion model for students with exceptional needs who are capable of benefiting from Odyssey's unique school design
- Multi-sensory learning opportunities which honor and encourage the use of multiple intelligences and various learning styles
- An interdisciplinary and workshop approach, taking place both on campus and in the community

Workshop Format Instruction

Odyssey's educational philosophy is grounded in a workshop based approach which enables students to become self-directed and lifelong learners. The design of this workshop approach, makes teaching amenable to differentiated instruction and to meeting individual student's learning needs.

The workshop format provides a structured and predictable place where teachers are viewed as mentors and models. In workshop, student writers, readers, and mathematicians, learn and practice new strategies, develop understanding and explore questions using prior and personal experience as scaffolds to creatively integrate new knowledge. Teachers confer, stimulate, and question as they work with whole groups, small groups and individual students to personalize their instruction. Since workshops are times when all students are working at their independent levels, the instruction they receive is inherently responsive to students' needs.

Essential components of Odyssey's workshop format are:

- Connection— teachers use prior knowledge of previous work and skills taught to introduce the lesson for the day. The skill they will learn is explicitly named.
- Mini-Lessons— students receive direct instruction in the form of a mini-lesson. This whole group instruction focuses on an explicit skill for all students. Mini-lessons incorporate the California Common Core State Standards at each grade.
- Link— teachers restate the teaching point and provide an expectation for students to utilize the strategy or skill. Students are then excused to begin their workshop work.

- **Independent Workshop Time**— Students are given ample time to work independently, in pairs, and small groups to apply the skills and strategies they have learned. While students are working independently, teachers are able to provide feedback designed to move students along trajectories of development. Feedback during work time is essential to student growth and learning as it enables students to understand the progress they have made, that which they still need to make and allows the teacher to give direct guidance and as they become more proficient. Feedback is given to small groups, by one-on-one conferencing, as well as by peers in partner or small group settings.
- **Close**— teachers bring the workshop to a close and allow students to share the work accomplished in the session. Their work demonstrates the use of the strategy taught in mini-lesson, and allows for an informal assessment of the student’s application. Finally, closing gives an opportunity to review the lesson for the day and a celebration of the day’s work by all students.

Academic Excellence Domain

English Language Arts/Literacy Curriculum

Odyssey implements a balanced literacy approach to instruction in English Language Arts. The balanced literacy program is composed of Reader’s Workshop, Writer’s Workshop, and Word Study, all of which are aligned with the California Common Core State Standards for English Language Arts/Literacy.

Reader’s Workshop

Odyssey utilizes a Reader’s Workshop approach to the teaching of reading developed by the Teachers College Reading and Writing Project. Odyssey’s faculty work to provide a balanced literacy program which incorporates multiple instructional methods to ensure students are proficient in the area of reading. In Reader’s Workshop, teachers provide direct and explicit-strategy instruction balanced with independent reading time. The structure and strategies used in the workshop model remain consistent throughout grade levels, allowing for adaptation based on students’ academic growth and development. Odyssey’s curriculum is designed to create a school-wide culture where reading is celebrated.

Essential Components of Reader’s Workshop:

- **Interactive Read-Aloud**
Read-aloud supports the independence that workshop requires. The teacher models the natural thinking process and work of a reader as he or she reads a text. Read-aloud is also an opportunity for teachers to demonstrate how conversations about books are an additional tool available to readers to help them understand text. Teachers create an environment that supports discussion of a community text. In choosing texts to read aloud, teachers include a range of levels, genres, cultures, tones, and authors. Interactive read-aloud time also supports the development of key reading skills, such as fluency and comprehension.

- **Shared Reading**
 Shared reading provides an opportunity for the teacher to read a text with students (repeated reading with all eyes on one text). As a whole group, a class reads and analyzes a shared text to develop literacy skills, including fluency, vocabulary, and comprehension. The CA CCSS are taught and reinforced during shared reading to ensure students meet or exceed grade-level expectations. Shared reading may be used to support content work in other curricular areas such as History/Social Studies, Science, and Math.
- **Guided Reading & Small Groups**
 During guided reading, teachers meet with small groups of students at similar instructional levels. The teacher chooses a text at or slightly-above the groups' 'just-right' level and coaches them through the reading process. These small groups allow teachers to tailor skill and strategy instruction to students' needs and content standards. Guided reading also allows for assessment of individual students' progress, review of previously-taught skills, and introduction of new concepts. Groups are fluid and change based on the progress of each individual reader.
- **Independent & Partner Reading**
 At Odyssey, the focus is helping students in the primary grades learn to read; in the upper and middle grades students use these developed reading skills to comprehend and learn from complex texts. During independent reading, students have the opportunity to choose a comfortable reading spot and read from a 'just right' book. A just right book is a student-selected text at a previously-assessed reading level which a student can read independently. Students choose their books based on interest. Students' reading levels are determined by a teacher-administered running record designed to assess students' phonemic awareness, fluency and comprehension of a passage. During partner reading, students are matched by reading level and interest. Students use their partner time to support each other with various kinds of feedback, including making connections, asking questions, and clarifying information.
- **Literature Circles & Book Clubs**
 Found more often in upper and middle grade classrooms, a book club is a group of students at similar reading levels who read and discuss the same text. Club members work to prepare for conversations through writing and other strategies. Teachers model the structures and expectations that lead to productive discussions and act as facilitators as needed. Book clubs encourage independence, as group members pace themselves and guide their own discussions.
- **Reading reflections**
 At times, students are provided with opportunities to generate written responses about their reading. Students use a reader's notebook (or other appropriate reflection tool) for literary response and analysis to elevate comprehension. These notebooks serve as a vehicle of discourse, expression, and reflection. In addition, teachers use students' reading reflections as formative assessments.

Writer's Workshop

Odyssey utilizes a Writer's Workshop approach to the teaching of writing developed by the Teachers College Reading and Writing Project. Our Writer's Workshop model engages students in learning the craft of writing through its sequential approach through the multiple stages of the writing process from prewriting, drafting, revising, editing, and culminating in publishing. Teachers instruct multiple writing genres aligned with the CA CCSS. The development of individual writing styles and understanding of formal written and oral conventions of the English language are also addressed in Writer's Workshop.

Writer's Workshop is a structured and predictable environment in which Odyssey students' personal life experiences are valued and respected as an essential part of the craft of writing. Students are directed to reflect on their lives and find the things which matter to them. In the workshop the teacher is a mentor who regularly models what is asked of the student-writers. The human need to socialize and converse is valued as students and teachers interact to exchange ideas, goals, and advice. Thus, a spirit of collaboration becomes an essential part of the workshop environment.

Teachers are trained professionals who regularly collaborate before, during and after the school year to map out the year's curriculum, exchange ideas and lessons, and reflect on best practices. Odyssey teachers understand disciplines overlap and bring into their writing workshop their large, rich classrooms libraries full of books on multiple levels. Often times these serve as models in the teaching of writing. In the upper and middle grades, Odyssey's curriculum is designed to create a school-wide culture where writing is celebrated.

Essential Components of Writer's Workshop:

- **Craft of writing in the primary grades**
In the primary grades writers begin their journey by developing their writing craft and expressing it through pictures, letters, and then words which evolve into sentences and paragraphs. Writers are encouraged to write about things they care about and they might want to write about. Writers use a "heart map" to draw or write down their ideas to refer to throughout the year. Writers are exposed to the organization and thought process necessary to authors. Writers independently create stories which empower their words and thoughts and are able to describe these experiences and share them with their peers.
- **Writing conference in the primary grades**
Writing conferences in the primary grades support and guide young writers as they develop their writing skills. Writing focuses heavily on a child's sound/symbol connections and develops a student's ability to utilize phonemic awareness to produce writing.
- **Craft of writing in the upper and middle grades**
The teaching emphasis shifts to developing a sophisticated writing style. Students achieve this through the study of mentor texts as a model for structure, voice and purpose. Initial instruction involves introducing students to a range of clear and simple writing models, including narratives, information reports, summaries, and responses to

literature. Additionally, the teaching emphasis is on multiple-paragraph narrative and expository compositions. Teachers teach to ensure students understand the text structures they are attempting to employ through frequent and thoughtful modeling. Extensive time and multiple opportunities for developing proficiency with each form of writing occur during Writer's Workshop, as well as in content areas of History/Social Sciences and Science.

- **Writing conference in the upper and middle grades**
Writing conferences occur after the mini-lesson while students are individually working on their own writing. In a writing conference, a teacher confers with a student, or a small group of students about their work as a writer. A teacher engages in a systematic approach to assess a student's work for the purpose of determining the teaching point for that particular student's conference. The teacher records notes about the conference that serve as an on-going assessment of student work towards his or her grade level standards. In a conference, the teacher investigates what a student has accomplished in his or her writing and what he/she is attempting to do next. In doing so, the teacher assesses what the student understands about writing. Consequently, the teacher determines and teaches a strategy/skill to the student related to the assessment. Conferences allow for differentiated instruction for students functioning at all levels in writing and further allows for teachers to assess and ensure student writers are approaching the writing standards in their particular grade level. A mentoring culture is highlighted and regularly utilized.

Word Study

Word Study is the instructional strategy Odyssey teachers employ to develop phonics, vocabulary, and spelling ability. In word study, teachers guide students to examine words to discover the regularities, patterns, and rules of English orthography needed to read and spell. Word study groups meet every day as part of the literacy instruction time block.

Performance on standardized spelling assessment guide teachers in grouping students into the appropriate stage. The stages are as follows: emergent, letter name-alphabetic, within word pattern, syllables and affixes, and derivational relations.

Essential components of Word Study:

- **Word Study in the Primary Grades**
Word study activities appropriate for spelling stage include dictation, phonetic production experiences, sorting words according to like pattern and identifying spelling rules based on observable patterns. Word study activities are explicitly taught by the teacher. Students engage in these activities independently based on a weekly schedule teachers set. During word study, words and pictures are sorted in routines, which require children to examine, discriminate and make critical judgments about speech sounds, word structures, spelling patterns, and meanings. Teachers also use dictation of individual sounds, words, and sentences to assess student understanding and additional needs to approach grade level content standards.

- **Word Study in the Upper and Middle Grades**
Word study shifts into grammatical concepts and vocabulary instruction: vocabulary, word origins, grammatical concepts, sentence structure, parts of speech, punctuation, literary devices such as sensory imagery, similes, and metaphors. These are taught in mini-lessons systematically throughout the year in the context of a writing program.
- **Written and Oral English Language Conventions**
Teachers provide whole group instruction on grammar rules and terminology, punctuation, capitalization, and spelling appropriate to students' grade level standard; lessons, at minimum, occur on a weekly basis. These lessons serve as teaching points for an opening mini-lesson and are taught during additional language arts time as classroom instruction in addition to the Writer's Workshop mini-lesson.

Mathematics Curriculum

Odyssey's math curriculum focuses on activities which give students concentrated practice in basic skills while deepening their critical thinking. These skills are extended via activities which involve learning beyond the classroom and are oftentimes integrated into other curricular areas, such as science, social studies, language arts and even morning meetings. By extending mathematical ideas beyond the classroom walls, we encourage students to become lifelong mathematicians. The CA CCSS in the area of Mathematics serve as the guide to address all content taught and to create a school-wide culture where math is celebrated. Some of the hallmarks of math workshop include the direct instruction, independent work time, the use of manipulatives, math games, and real world connections.

At every grade level, students learn in a math workshop environment where they receive whole group instruction from the teacher, have ample time to work independently and in small groups refining their basic skills such as addition, subtraction, multiplication and division. Throughout small group instruction the teacher uses various learning techniques to engage our diverse types of learners.

Key features of our math workshop approach include explorations of new concepts, cooperative learning through partner and small group activities, ongoing assessment, and a home-school partnership.

Essential components of Math Workshop:

- **Cooperative Learning Groups**
Through games, partner and small group activities students are engaged in math applications in small groups of eight to ten students. This allows the teacher to use various learning techniques and strategies to engage different types of learners and learners with special needs.
- **Math Study Groups**
Students are placed in small groups of two to four students to practice working and thinking through their math strategies, support each other mathematically and discuss their math work and math thinking.

- **Manipulatives & Hands-On Tools**
Math manipulatives are used to support students' learning of new concepts as they move through the various stages of mathematical thinking from concrete to pictorial to abstract. Students use various manipulatives and tools to support their mathematical understanding until they have successfully transferred that concept to the abstract. This enables each student, including students who have different learning styles and special needs to not only learn the concept but also to fully understand the concept.
- **Mental Math Strategies**
Several math problems are presented at the beginning of each day's lesson with emphasis on encouraging students to investigate the various ways to solve them mentally. Use of manipulatives as visual tools is also encouraged to support student's mental math strategies.
- **Individual Whiteboards**
Small whiteboards are used during instruction to engage students in an interactive group setting. This tool engages both the teacher and students to quickly monitor understanding of the mathematical concept and reteach as necessary.
- **Mathematical Discussions**
Teacher engages students in discussions around mathematical concepts and mathematical thinking. This includes real world connections whereby students are able to identify mathematical concepts applicable to their daily lives. Students are also taught there may be different ways to solve a problem and are encouraged to explain their thought process to peers. This is especially helpful to students with special needs and students with different learning styles.

In the upper and middle grades, math instruction builds upon the foundational elements found in the former grades. Techniques and methods such as manipulatives, small group work, games, direct instruction, independent work time, and real world connections are complemented by problem based learning and discovery. Direct and systematic instruction in arithmetic, pre-algebra, geometry, and algebra are the foci of Odyssey's mathematics program at the upper and middle grades. Contingent upon student enrollment and demand, Odyssey may continue offering Algebra I for eighth grade students when deemed appropriate.

History-Social Science Curriculum

In order to develop global citizens and agents of change, it is important for Odyssey students to develop a strong sense of the historical, social, economic, and political trends which have shaped the world. To best achieve this, the history-social science curriculum blends the study of American history, world history, government, geography, and economics. By incorporating history-social science with reading and writing, teachers use stories, fairytales, folk tales, historical fiction and nonfiction references which directly relate to the concept at hand. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. Overall, the history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools (California Department of Education, 2000).

An integrated approach to history-social science is used as a way to bring history-social science content to life and deepen students' understanding of the content and to connect learning across content areas. This integrated approach enables students to have authentic opportunities to think critically, develop informed opinions, research topics to express their ideas in both oral and written format, and effectively listen to differing opinions.

Essential Components of the History-Social Science Curriculum:

- Literature Based
Teachers use real literature to inform and enrich the history-social science curriculum.
- Textbooks
In the upper and middle grades, course textbooks are used alongside literature as an additional resource material. Textbooks enable students to learn strategies to find main ideas, supporting evidence, analyze structures, and improve their learning skills.
- Debates
Debates allow students to argue their respective points as they relate to historical or current topics.
- Writing
Writing is heavily used throughout the curriculum in journal entries, speeches, essays, analytical writing, and structured research reports. These activities enable students to develop proficiency in note-taking, summarizing, outlining, writing thesis statements, and creating bibliographies.
- Projects and Presentations
Individual and group projects, hands on explorations, presentations, reenactments, and simulations are used to demonstrate knowledge of historical facts, and are also applied to real world problems. They also assist students in addressing the content in an integrated way that extends beyond history and social science.
- Primary and Secondary Sources
Students explore history/social science through the lenses of primary and secondary sources, assorted media which brings topics to life, and research projects aimed at supporting students' understanding of the foundational ideas and philosophy of our country, and the historical themes and events of the world's many cultures.

At Odyssey, we believe students can be agents of change who can positively impact their communities. To become responsible citizens and agents of change, students must have access not only to content knowledge and core democratic values, but to the opportunities to learn citizenship skills and apply them to problems and needs in their community beyond the classroom. Through listening to/reading, discussing, role playing, debating, or writing students reflect on the values and principles that make up our democratic society. At the beginning of the year, teachers guide students to devise a list of expectations or rules which all members of the class will abide by. By participating in this process, and other class decision making processes throughout the year, teachers model and encourage students to participate in the democratic process. By solving social problems that arise in the classroom, and the subsequent

one-on-one or whole class discussions, students also learn about the rights and responsibilities of citizenship and what it means to be a good citizen.

Science Curriculum

Students' innate curiosity and desire to understand their world serves as a foundation for the scientific inquiry based approach to Odyssey's science curriculum. The science curriculum models the way scientists conduct research and experiments in the real world, incorporating a true inquiry based approach to learning and discovery. Science instruction for students in the primary and upper grades will fall into the areas of Earth Science, Life Science, Physical Science and Investigation and Experimentation. In the middle grades, science instruction will include the four prior areas but at a greater depth of knowledge and an increased focus toward inquiry-based learning. By the end of eighth grade, students will have the skills to be independent problem solvers with strong critical thinking, writing and reading skills, and the ability to implement student-created scientific experiments. Odyssey's science curriculum is grounded in the Next Generation Science Standards (California Department of Education, 2013).

Odyssey believes the best way for students to appreciate the scientific thinking process, learn important scientific concepts, and develop the ability to think well is to actively construct ideas through their own inquiry, investigation, and analysis. The scientific thinking processes focuses on: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, one-to-one correspondence), organizing (grouping, seriating, and sequencing), relating (cause and effect, classification), inferring (developing scientific laws, classification, if/then reasoning), and applying (developing strategic plans, inventing).

Essential Components of Science Curriculum:

- **Hands-On Learning**
Students learn by designing experiments and investigations and carrying them out in both lab-based and real-world settings.
- **Real World Connections**
Students learn by accessing the available resources in their local communities and ecosystems; including field trips to local areas and ecosystems.
- **Exploratory**
Students make observations and hypotheses based on their own questions and curiosity about the world in which they live. Students investigate and test their questions and hypotheses through trial and error and reflect on feedback. Students use science notes to record observations, hypotheses and investigations.
- **Interdisciplinary**
Students learn within and across disciplines, and have the opportunity to integrate skills and concepts as they apply to different subjects.

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
100% of Odyssey students will have access to participate and enroll in our academic and educational program as outlined in the school's Charter	All academic content areas will be made available to all students at all grade levels

Social Emotional Wellbeing Domain

Odyssey equips students with the fundamental principles to embrace a respect for the self and the lifestyles, views and beliefs of others. We strive to be a caring community in which social and academic learning are fully integrated throughout the school day, and which students are nurtured to be strong, ethical, critical thinkers.

Odyssey utilizes The Responsive Classroom (NEFC, 2007) approach to teach social, emotional, and academic skills. This approach is based on the principle that children learn best when they have both academic and social-emotional skills. The seven basic principles which guide this approach are:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.
(NEFC, 2007, p. 3)

These guiding principles serve as a foundation for the way in which teachers approach their classrooms, and the way in which we, as a school community, approach each other. These guiding principles also guide other practices which are used across campus.

Essential components of Social Emotional Wellbeing:

- **Morning Meeting**
Teachers gather their students in a meeting area so students can greet one another, share news from their lives, participate in a group activity, and read a morning message together. This morning ritual sets the tone for the day and helps create a sense of community in the classroom. In greeting others, students practice respect through the use of eye contact, using each other's names to address one another, and shaking hands. Greeting one another validates the importance of each member of the class and gives students the opportunity to interact with everyone. Sharing news within the circle fosters trust amongst students and allows everyone's voice to be heard. Students get to know each other while active listening is occurring within the circle. Students interact with one another in a quick morning activity which creates a sense of awareness and promotes cooperation within a group setting. The morning message acts as an interactive tool to solicit feedback from students and can be used to teach grammar and spelling.
- **Rule Creation**
During the first six weeks of school, teachers guide students in creating classroom agreements that foster an environment of trust, understanding, and cooperation so all members of the class can reach their learning potential.
- **Interactive Modeling**
Teachers use modeling and role playing to teach desired behaviors by demonstrating what the expected behavior looks like. Teachers ask students to state what they notice the teacher doing. Students then try out the behavior themselves while modeling the desired behavior for their peers. Groups of student's role play the desired behavior until everyone has had a chance to practice. Teacher and students reflect by summarizing what was learned.
- **Positive Teacher Language**
Teachers use specific language and tone of voice to support children's active learning, create a sense of community, and cultivate self-discipline.
- **Logical Consequences**
Teachers respond to misbehavior in a way that allows children to fix and learn from their mistakes while maintaining their self-respect. Teachers help students develop a consequence that is relatable, respectful, and reasonable to the misbehavior. Teachers also partner to provide a safe environment for students to "take a break" when needed.
- **Classroom Organization**
Teachers support student's learning by setting up the physical room environment in ways that encourage students to be independent, cooperative, and productive.
- **Working with Families**
Teachers have open communication with parents about the school's teaching approaches. Parents and teachers work together to provide students with the tools they need to be successful.

- **Conflict Resolution**

In the primary grades, our Peace Path, a Steps to Solutions program, is designed to teach students a basic four-step process for resolving conflicts. This tool gives young children an opportunity to resolve conflicts in a safe, constructive, and non-adversarial manner. This is an important first step in helping students develop independent problem solving skills. The Peace Path works by having students stand on a footprint template, and ask the following questions:

1. What is wrong?
2. How do you feel?
3. How can we resolve this problem?

Once students have answered these questions resolve their conflict, they shake hands or hug, and apologize. This very simple tool assists many students in voicing their thoughts and feelings, and empowers them to become independent problem solvers.

In upper and middle grades, conflict is approached in a collaborative problem solving manner. An adult staff member works with students to resolve problems that may arise through dialogue and conferencing. By focusing on dialogue, acknowledging feelings, and understanding the nature of personal choices and consequences, we find students are able to develop important problem solving skills. Furthermore, their foundation skills from using The Peace Path, empowers students to seek adult support and guidance to mediate conflicts they may encounter.

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #6- SCHOOL CLIMATE <i>School climate as measured by other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
Odyssey students and staff will adhere to the School Safe Plan	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
Odyssey staff and parents will offer various community building events and activities throughout the year	Students, staff, and parents will plan, attend, and participate in community building events

Social Responsibility Domain

Odyssey values the importance of nurturing students to become aware of themselves in a greater social context—as members of their classroom, school, and local communities and beyond. We strive to educate students not only in core subject areas, but also in the area of social responsibility which we define as a students’ ability to be cognizant of their actions, and how these effect their surroundings with the ultimate goal of having students learn how to be

active and engaged citizens. As educators, we are committed to giving students a voice in various decision-making processes. Through opportunities such as student government, classroom discussions, and surveys, students learn and understand they too can make valuable contributions by being active and engaged participants.

To develop an early foundation in this area, Odyssey begins advocating for social responsibility in the primary grades, where students find themselves part of a classroom community for the first time. Through the use of Responsive Classroom (NEFC, 2007) techniques, students develop their classroom into a community of learners who recognize their responsibility to those around them. Teachers work with students to create classroom rules and agreements as a group; students and teachers alike hold each other accountable for adherence to these agreements. Starting in kindergarten, students begin learning how to become self-directed problem solvers through the use of the Peach Path, a primary conflict resolution tool.

With an emphasis in problem solving, students begin to develop empathy—to acknowledge the needs of their classmates in addition to their own needs. In the primary grades, students also begin to develop awareness of their surrounding community, which they explore through walking field trips to locations such as the local library and fire station. The work done with students in primary grades prepares them to explore social responsibility more in depth as they progress through their education at Odyssey. In the upper and middle grade classrooms, guided discussions are used to develop classroom rules, guidelines and expectations. These discussions enable students to participate in a democratic process of discussion and voting which is evident well beyond the classroom. Through the solving of social problems which arise in the classroom and subsequent one-on-one or whole class discussions, students learn about the rights and responsibilities of citizenship and understand what being an active citizen entails. Furthermore, students also begin to explore their responsibilities as members of broader national and global communities.

Through reading, research, writing, and debate, students have the opportunity to explore a myriad of broader social issues. These topics enable students to think critically about social responsibility and become skilled at arguing persuasively for change by supporting their points with concrete evidence. Upper grade students take on leadership roles within the Odyssey community, by serving as reading buddies to younger students and providing support at schoolwide events. In middle school, students experience the addition of a community service component to social responsibility, donating their time and efforts to the better of their community.

Odyssey provides various schoolwide opportunities for students to engage as active citizens outside their classroom. One example of this is our hallmark event, Charity Marketplace which raises money for local organizations in need. In preparation for the event, students research local charities and learn about their needs, when possible representatives from the organization visit the campus and showcase their efforts to students. Students then devise business plans and manufacture a variety of craft items to sell at the event which generates revenue that is donated to the selected organizations. This event becomes a celebration of Odyssey students' commitment to recognizing the world exists outside of their own immediate needs. An additional aspect is the Odyssey Orchard where students are exposed to the concept

of ecological responsibility and awareness. By tending to the orchard and growing their own fruits and vegetables, students explore the complex ideas about where food comes from and how to create sustainable, socially responsible habits.

H. PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Odyssey utilizes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-achieving students. Students performing below grade level are identified as such, based on the results of several assessments and evaluations found in their Individualized Learning Plan (ILP) folders. These include CA MAPP statewide assessment results, progress monitoring and diagnostic assessments, authentic assessments, and student work samples. Each fall, teachers administer assessments and screenings in the areas of reading, writing, and math which provide a meaningful snapshot of a students' performance and skill level. Teachers identify students who are struggling to stay at grade level throughout the year with on-going Fountas & Pinnell Benchmark assessments in the area of reading, Dreambox Learning assessments in math, and monitoring of their Individualized Learning Plan assessments and goals.

To meet the diverse learning needs of its students, Odyssey offers a full range of intervention strategies available to all students in need of intervention.

Tier I Intervention—Educational Program

All teachers instruct to the standards on a daily basis, all student work aligns to standards, and all students are able to describe what they are learning and why, reflecting on their learning. Students understand and articulate their academic progress during student-led conferences and the ILP process. All students performing below grade level may receive one or more strategic interventions. These interventions may include communication with parents/guardians, increased paraprofessional support, peer tutoring, additional instructional time, flexible groupings and differentiated instruction.

Tier II Intervention— Strategic Intervention

All students who are below grade level proficiency receive strategic intervention within the instructional day aimed at providing additional practice and skills development. Teachers provide small group instruction to these students based on very specific skill challenges. Ongoing benchmark and progress monitoring is used to adjust Tier I interventions and instructional time. Students receiving Tier II interventions may also be referred to the Student Study Team (SST).

Tier III Intervention— Intensive Intervention: All students who are below grade level proficiency and/or are not making adequate progress with Tier II strategic interventions, receive intensive intervention within the instructional day. Intensive intervention allows a student to receive explicit instruction which focuses on single skill development until student is deemed prepared and ready to move on. The following intensive interventions are also used to support and guide students toward academic proficiency:

- Specialized academic instructor, in addition to the classroom teacher, to support a student in a small group setting in the area of need
- Highly flexible groupings which reorganize students on a daily, weekly or monthly basis depending on the needs of the individual student
- Student Study Team evaluation and discussion to determine if a student would benefit from special education assessment and services.

Student Study Team

Odyssey recognizes there are students who may need additional support within the classroom both academically and behaviorally. Before determining a students' eligibility for special education services, teachers make best use of available resources within the general education classroom context. A Student Study Team (SST) model is used, to the maximum extent feasible under law and policy, to attempt to meet student needs within the regular instructional setting prior to referral for formal assessment for special education services.

The purpose of the SST is to discuss issues and concerns related to a students' performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility of special education services. The SST consists of all or some of the following individuals; the student's teacher, parent, Special Education Coordinator, Inclusion Specialist, School Psychologist, and Executive Director, or designee.

An SST uses a systematic problem solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Any Odyssey teacher or staff member who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with the student can be included in the SST to provide information to share about the student's strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The Odyssey SST meeting steps include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated

3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

I. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Odyssey's unique Individualized Learning Plan (ILP) approach makes it easy to ensure high achieving students are engaged and challenged. The process for identifying students who are academically high achieving is similar to the process for identifying academically low achieving students. Due to the personalized approach to learning at Odyssey, academically high achieving students have multiple opportunities to do more advanced work and to excel at their individual pace. Academically high achieving students engage in classes and projects which are more challenging with accelerated levels of content and skills.

Odyssey offers a continuum of approaches and options designed to meet a wide range of abilities, interests and learning styles. Odyssey's multiage and looping environment, block scheduling, advisory periods and workshop approach assist academically high achieving students to develop and pursue extensions of what is being taught through use of the computer lab, extended homework assignments or multi-level projects. Utilizing a small, personalized environment, teachers are able to move students in and out of groups, allowing high achievers an opportunity to mentor and to be mentored by various peers of various ages.

J. PLAN FOR ENGLISH LEARNERS

Overview

Odyssey Charter School is a place of inclusion for all types of learners. In 2012-2013, California public schools enrolled over 1.3 million English learners (EL) in grades kindergarten through 12th. Over the past years, Odyssey increased the number of English learners by nearly 200% from 2009 to 2011. This increase was a result of targeted strategies in the area of outreach and

recruitment in the local community surrounding the school. Over the past five years, EL students have been able to reach English proficiency and have been reclassified using the schools reclassification criteria. Upon monitoring, these students have successfully made academic gains and are fully participating in the educational program available to all students. As the school continues its outreach efforts in the local community, EL students are anticipated to become a numerically significant subgroup as defined by the Local Control Funding Formula.

Odyssey will meet all applicable legal requirements for English learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Odyssey's goal is to ensure a quality instructional program that enables EL students to attain English proficiency, achievement in all academic areas, and full access to the range of educational opportunities available to all students. Odyssey is committed to assisting EL students in successfully achieving English language proficiency at the fastest rate possible. Odyssey will employ a systematic and strategic approach for strengthening and accelerating the academic achievement of English Learners so they can successfully acquire the English language and be Reclassified Fluent English Proficient (RFEP). In addition to our Reader's and Writer's Workshop curriculum, all teachers of EL students will utilize the state adopted English Language development curricula, *Into English* for students in grades kindergarten through 6th and *High Point*, for students in grades 7th and 8th, both published by National Geographic Learning, including its textbooks, assessment materials, and related resources. Odyssey will also use the most current version of the English Language Development Standards for California Public Schools, Kindergarten through Grade Twelve as published by the California Department of Education, as a guide to ensure all students reach full fluency in English.

Student Identification

Home Language Survey

During the enrollment period, parents will complete a home language survey upon a student's initial enrollment into the Charter School. Our home language survey is one element of the enrollment packet completed by all families upon enrollment to the Charter School. The home language survey is used as the initial method for identifying students who will need further testing to determine if student may be designated as English learner.

Other Identification Methods

For students who have previously enrolled in a California public school, a review of a students' transcript and academic records may provide additional information as to their EL status. A students' transcript and EL records will be requested from their prior school to ensure students are adequately placed. The California Longitudinal Pupil Achievement Data System (CALPADS) will be used as an additional resource when attempting to identify a students' English learner status.

English Language Proficiency Assessments

After identification, students will be administered the California English Language Development Test (CELDT) and beginning in the year 2016 the English Language Proficiency Assessments for California (ELPAC) in accordance to the guidelines set forth by the California Department of Education and related laws and regulations. The CELDT/ELPAC will serve as the primary English language proficiency assessment used to determine a student's level of English proficiency. Results from this assessment will be communicated to parents no later than thirty days after receipt from the testing contractor. The students' teacher will also be notified of the results from this assessment.

Annually, English learners will be assessed using the CELDT/ELPAC to determine their progress and evidence their learning and mastery of the English language. The CELDT/ELPAC will be administered following California Department of Education regulations and guidelines.

After being designated as an English learner, a student will also be evaluated and assessed using the assessments found in our Reader's and Writer's Workshop curriculum which include reading records, spelling inventories, letter sound recognitions, and phonemic awareness inventories among others. Student learning and progress will also be measured and tracked using the Fountas & Pinnell Benchmark assessment system.

Student Placement

After identification and assessment, students are placed in a classroom with a California credentialed teacher who has earned adequate authorization to teach EL students as determined by the California Commission for Teacher Credentialing.

The Charter School offers EL students placement in a classroom which provides a Sheltered English Immersion (SEI) environment to assist students who are deemed to have less than reasonable English fluency per their CELDT/ELPAC assessment results. Students who demonstrate reasonable English fluency will be placed in an English Language Mainstream (ELM) classroom environment and receive appropriate instruction and support via their classroom teacher and teacher assistant. Both classroom environments provide students English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies to ensure they reach full English language proficiency in the shortest timeframe possible.

Instructional Program

Odyssey offers all its students a robust educational program designed to meet the needs of all students, including English learners. Odyssey is committed to assisting EL students in successfully achieving English language proficiency at the fastest possible rate. Furthermore, English Learners have full access to Odyssey's educational program which relies on the CA Common Core State Standards.

Odyssey will offer students with less than reasonable fluency a Sheltered English Immersion (SEI) environment. This placement will enroll students in a class where they receive English Language Development instruction and core instruction in English in order to reach English fluency. Odyssey will utilize *Into English* for students in grades Kindergarten through 6th and *High Point* for students in grades 7th and 8th as its core English language development

curriculum to support English learners. Teachers and teacher assistants use modeling and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. All instruction will be relevant to skills and content presented in other content areas, with particular emphasis to language arts. Instruction will also emphasize non-transferable skills, functional vocabulary, and pre-teaching information that will support the students throughout the school day. The goal is to ensure a quality EL instructional program which enables EL students to attain English proficiency, achievement in all academic subject areas, and full access to the range of educational opportunities offered to all students. Students in SEI environments are taught using academic English skills in reading, writing, listening and speaking to learn content and also benefit from SDAIE strategies.

Students who are determined to have reasonable English fluency, will be placed in mainstream classrooms which implement English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) strategies. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in academic English, and will benefit most from SDAIE strategies. Students at the Intermediate and Advanced level are taught using academic English skills in reading, writing, listening and speaking to learn content and will benefit from SDAIE strategies.

Appropriate language scaffold support is provided to students. Teachers work with EL students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Teachers integrate language learning, academic content, and learning strategies. Three relevant themes guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

To ensure EL students are accessing and participating in the school's educational program while transitioning and developing English proficiency, the school will:

- Maintain English Language Development (ELD) folders for each student to ensure monitoring of benchmark growth of at least one ELD level each academic year. Each EL student will have a folder containing: Home Language Survey, CELDT/ELPAC scores, CST Scores (where appropriate), English Language Development Standards (per their level), writing samples to determine their progress and *Into English* and/or *High Point* other unit reviews and assessments. Annually, the CELDT/ELPAC Coordinator will perform a review of students' ELD progress using the ELD folder to determine when a student is ready to be reassessed or reclassified
- Support English learners in the classroom by placing students in classrooms with a qualified teacher who possesses the appropriate qualifications
- Make professional development opportunities available to all teachers focused on research and best practices in language acquisition so they become skilled in meeting the needs of EL students

- Ensure instructional materials and curriculum frameworks and aligned with the most currently adopted California English Language Development Standards

Staffing & Professional Development

To ensure EL students have access to highly qualified teachers, Odyssey will hire teachers who have appropriate EL authorization as designated by the California Commission for Teacher Credentialing. In addition, teachers of EL students will participate in continuous professional development opportunities to ensure they remain abreast of the latest developments in the area of teaching EL students. In addition, all teachers will be familiar with the CA ELD Standards and will engage in professional development activities designed to close the gap between the recently adopted ELD standards and the *Into English* and *High Point* curriculum. When possible, school administrators will also participate in the EL Director Meetings offered by the Multilingual Academic Support unit of the Los Angeles County Office of Education.

Reclassification

The goal for all English learners is reclassification to English proficiency at the fastest rate possible. In order to achieve reclassification, all students will be assessed and monitored annually to ensure adequate progress until meeting all reclassification criteria. These criteria are:

1. English language proficiency as demonstrated on the CELDT/ELPAC, or equivalent statewide assessment
2. Proficiency in English Language Arts evidenced by CA MAPP scores
3. Evidence of curricular mastery as demonstrated on student's report card and evidenced in a student's Individualized Learning Plan through various assessments, including, but not limited to, Fountas & Pinnell Benchmark assessments, and *Into English* and/or *High Point* curriculum assessments
4. Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process
5. Comparison of the student's performance in basic skills against the performance of students of the same age whose native language is English

Students' academic progress will be evaluated at least annually, to determine their eligibility for reclassification based on their successful attainment on all the above noted criteria. Upon attainment of all these criteria, a student will be reclassified as fluent English proficient.

Monitoring, Evaluation & Program Effectiveness

After reclassification, a student will continue to be monitored to ensure successful in our educational program. In order to accurately monitor students' progress and EL status, an English Language Development (ELD) folder will form part of a students' cumulative file. This folder will contain students' standardized test scores, copies of parental notifications, *Into*

English and/or High Point assessment results, and any other assessment records used to place and evaluate a student's performance and achievement.

Annually, students' ELD folders will be reviewed upon receipt of their test scores which will serve as a determinant of their continued achievement and success in the educational program of the school.

The efficacy and success of the EL instructional program will be determined by:

- The advancement of at least one performance level per the CELDT/ELPAC each academic year
- RFEP students will score basic or better on the CA MAPP English/Language Arts test within four years of initial reclassification to RFEP
- Teachers of EL students will hold a valid CA teaching credentials with appropriate EL authorization as determined by the CA Commission for Teacher Credentialing
- Teachers of EL students will receive at least five hours of professional development in ELD and SDAIE teaching strategies
- Monitoring student identification and placement
- Monitoring parental program choice options
- Monitoring availability of adequate resources

When the number of EL students enrolled exceeds 21 students, school administration will establish an English Language Advisory Committee which will serve in an advisory capacity to school administrators regarding the programs and services available for English learners.

K. PLAN FOR SPECIAL EDUCATION

Special Education Program Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Charter School will be its own local educational agency ("LEA") for purposes of special education, and is a member in good standing of the Los Angeles County Charter ("LACC") Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). In the event Odyssey Charter School seeks membership with a different state approved SELPA, the Charter School will provide notice to LACOE and the LACC SELPA before June 30th of the year prior to the year in which new membership is to commence. The Charter School shall comply with all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

As a member of the LACC SELPA, Odyssey has achieved complete compliance with SELPA policies, state and federal laws. LACC SELPA's Special Education Coordinator is available for consultation and advising of the general and special education staff of Odyssey.

Odyssey shall be solely responsible for its compliance for Section 504 and ADA. Odyssey shall not deny admission to any pupil on the basis of disability or the nature of or extent of a disability. The Charter School facilities to be utilized shall be accessible for all students with disabilities.

Consistent over the past 15 years, approximately of 10%-15% of Odyssey's student population currently receives Special Education and related services. Upon thorough analysis of both past and present Individualized Education Plan ("IEP") reports and reviews, it is clear that Odyssey's Special Education students are demonstrating measurable growth. This growth is evidenced by both the California Standardized Tests and the California Modified Assessments data. Progress on their individual goals and benchmarks continue to be carefully monitored through formal and informal assessments aligned with the IEP processes.

Odyssey believes students with disabilities benefit educationally, socially and emotionally from the opportunity to receive designated instructional and related services consistent with the students' Individualized Education Plan in the least restrictive environment with an inclusive model. Students with disabilities are fully included within the general education classroom with supports, services, accommodations and modifications. If, in the event it is determined by the IEP team that the most appropriate and least restrictive environment for the student is a setting other than full inclusion within the general education classroom, Odyssey would collaborate with the Los Angeles County Charter SELPA to find an appropriate placement.

Staffing

All special education services at Odyssey are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA.

Odyssey is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Odyssey ensures all special education staff hired by the Charter School is qualified pursuant to SEPLA policies, as well as meet all legal requirements.

Odyssey shall provide planned staff development activities and participate in available appropriate SELPA or LACOE trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. Odyssey shall continually assess the staff development needs of its faculty and staff with regard to the delivery of special education services and related laws and regulations and will provide related training, as appropriate.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Following the Charter school's comprehensive identification and referral process, Odyssey will take the following steps for students who are referred for Special Education Assessment by the SST or other means.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may also refer their child for assessment for special education services. Teachers, other Charter School personnel, and community members may also refer a child for an assessment. Within fifteen days (not counting school vacations greater than five days) of the receipt of a referral for assessment, the parent will receive a written response from the Charter School.

The parent must consent to the Permission to Assess ("PTA") by signing the PTA before the assessment can take place. Odyssey has 60 days (not counting school vacations greater than five days) from the receipt of the parent's signed PTA to complete the assessment and hold an IEP meeting.

If the parent does not consent to the PTA, Odyssey may take steps to protect the student if it is believed that the student is being denied necessary services. The Charter School may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent to assessment.

Assessment

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or

eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include, but are not limited to, individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

Odyssey's guidelines for assessment include but are not limited to:

- Student will be assessed only after parent consents to the Permission to Assess, or as ordered following a due process hearing
- Student will be assessed in all areas related to his or her suspected disability
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills
- A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory
- Odyssey shall conduct assessment and standardized testing of students with disabilities using state and SELPA guidelines for modifications and adaptations

If the parent disagrees with Odyssey's assessment of his or her child, the parent may obtain an independent educational assessment and has the right obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, Odyssey will provide information about how to obtain this independent assessment by a qualified examiner.

Development and Implementation of an Individualized Education Program

After a student has been assessed, an IEP meeting will be held. The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School understands the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

The IEP meeting will be held at a time and place convenient for the parent, the Charter School, and any invited parties. At the IEP meeting, the IEP team will discuss the assessment results and

determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. The IEP team will include:

- The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, Odyssey will ensure the parent's participation using other methods, such as conferencing by telephone. The school will ensure the parent understands what is going on at the meeting. If necessary, the Charter School will provide an interpreter if the parent has a hearing disability or their primary language is not English
- An Odyssey staff member or qualified representative who is knowledgeable about the program options appropriate for the student
- The student's teachers. In the case of new students who may not presently be assigned to teacher(s), a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age
- A representative from LACOE and the district of residence (if applicable)
- Other persons, such as the student, whom the parent or the Charter School wishes to invite
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures

The team must consider the least restrictive educational setting for the student.

Mainstreaming to regular education will be considered to the extent possible. After the written IEP has been finished, it will be implemented by Odyssey. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive
- How these services will be delivered
- The instructional programs where these services will be delivered
- The rationale for placement decisions
- Annual goals and short-term objectives focusing on the student's current level of performance
- How the student's progress will be measured
- Transition goals for work-related skills
- EL goals as necessary

Times for IEP meetings:

- Once a year, the IEP team will meet to review and determine the student's progress and placement to make any needed changes to the IEP
- Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress
- After a student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When a parent or teacher requests a meeting to develop, review, or revise an IEP
- When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood
- When a student with an IEP is faced with a suspension for more than ten days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability
- Student discipline and procedures for suspension and expulsion shall comply with federal and state laws and regulations, and shall include positive behavioral interventions

IEP Review

If a student is receiving special education services, the IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. In addition, every three years, the student progress will be reassessed and their IEP reviewed in accordance with the 2004 IDEIA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the charter school. Odyssey will have written permission from the parent before it reassesses the student. Odyssey will convene an IEP meeting within 30 days in response to a parent's written request.

Odyssey will make available to all parents and teachers, SELPA, state, and federal literature regarding special education programs, regulations, and laws.

The retention of special education students is an IEP team decision.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Description of Due Process and Procedural Safeguards

Odyssey may initiate a due process hearing or request for mediation with respect to a student enrolled in the school if the school determines such action is legally necessary or advisable. In the event that the parent/guardians file for a due process hearing, or request mediation, Odyssey shall defend the case.

Odyssey shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Odyssey shall ensure that parents receive and understand the Parental Rights and Procedural Safeguards for Special Education upon initial referral for evaluation of their child for special education service; each notification of an IEP meeting; registration of a compliant or a request for a mediation or due process hearing; and upon parent request.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated

program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding for Special Education

Odyssey shall continue to budget adequate resources to educate students with disabilities per state and federal funding that will be subject to the allocation plan of the SELPA.

In addition, students with disabilities derive a direct benefit from many other line items in the budget, particularly salaries and benefits for the Executive Director, Special Education Coordinator and teachers, general education teachers and paraprofessionals who provide direct services to all students; curriculum materials and instructional supplies; health office supplies; pupil transportation (field trips); and equipment. Indirect costs include staff development; travel, conferences and dues; facility-related expenses; and general administrative expenses. Consistent with the experience of all public schools, every year Odyssey has experienced an “encroachment” into its general funds to meet the needs of its Special Education students

Odyssey shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model determined by agreement between Odyssey and the SELPA. In addition to AB602 funding, the Charter School will receive IDEIA Local Assistance funding based on the number of special education students Odyssey serves. The Charter School shall keep daily attendance for each student which shall be reported and certified according to LACOE policies and procedures.

Supplemental Instructional Materials

Specialized, adapted and modified instructional materials will be provided for students as determined by their individual IEP requirements to allow access to general education curriculum and the California State Content Standards. Social skills and transitional skills will be addressed using appropriate materials. Adaptive technologies will be implemented for students who require them.

SELPA Representation

Odyssey represents itself at all SELPA meetings.

Section 504

Odyssey will be solely responsible for its compliance with Section 504 and the ADA. Facilities of Odyssey will be accessible for students with disabilities in accordance with the ADA.

Odyssey has adopted a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan.

Odyssey recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under core instructional activities of the school.

A 504 Team will be assembled by the site administrator and shall include the parent or guardian, the teacher, and any other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 Team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. The Executive Director will be responsible for overseeing the identification, assessment, monitoring, and servicing of students with 504 Plans.

If the student has already been evaluated under the IDEIA (and found to be ineligible) those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 Team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 Team will consider all applicable student information in its evaluation including but not limited to the following information:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient
- Tests selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 Team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 Team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment may be made by the 504 Team.

If the student is found by the 504 Team to have a disability under Section 504, the 504 Team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 Team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by professional staff at Odyssey. The parent or guardian shall be invited to participate in 504 Team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in regular instruction at Odyssey along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 Team participants, parents, and guardians, teachers must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility, or a discontinuation of the 504 Plan. Odyssey maintains on file a Section 504 Board Policy and Parent-Student Rights Form; this will be provided to LACOE upon request.

ELEMENTS B & C— MEASUREABLE PUPIL OUTCOMES & ASSESSMENT METHODS

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. California Education Code 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. (Education Code 47605(b)(5)(C))

A. MEASURABLE PUPIL OUTCOMES

Odyssey is committed to ensuring all students develop and progresses along three educational domains: academic excellence, social emotional wellbeing, and social responsibility. These learning outcomes are aligned with the California Common Core State Standards (CA CCSS) and directly reflect the school's unique educational program. These outcomes represent the skills, knowledge, and qualities students will demonstrate at developmentally appropriate levels.

In order to best serve our students and community, Odyssey will remain responsive to changes in standards, by reviewing and updating these outcomes and assessment methods as needed. The CA CCSS and assessments for students with exceptional needs or limited English proficiency are adapted appropriately according to their Individualized Education Plans (IEP) and/or English language proficiency levels.

B. ASSESSMENTS

Odyssey acknowledges overall school performance is a reflection of the cumulative success of individual students. With consistent progress and improved school performance, the unique school design strives to significantly improve learning for all its students, including all subgroups, in all areas: academically, emotionally, and socially. Continuous assessments and evaluations ensure teachers monitor students' learning, achievement and proficiency of content at their respective grade levels and ensure students meet the high academic standards set for all students. Assessments are also used to encourage students to do their personal best and show their own growth throughout the learning process. Students are acquainted with exemplary work and have an understanding of what their aspirations should be for any given task, activity, or project.

The assessment process relies on collaboration between teacher, student and parent. The teacher determines a child's individual learning needs using ongoing assessments; students document their own learning through a variety of self-assessment methods; and parents support their child by maintaining communication with their child's teacher. Through this process, all stakeholders are responsible for helping students achieve success throughout the school year. Assessments support and guide instructional practices, the learning process, and help students achieve mastery of content. It is a tool to recognize accomplishment and certify knowledge and understanding has been gained. Assessment also calls attention to those areas where understanding is still incomplete and enables teachers, students and parents to focus their efforts accordingly. Assessments are grounded in the standards presented by the CA CCSS, and inform all areas of instruction.

Odyssey utilizes the following assessments of student learning:

- CA Measurement of Academic Performance and Progress (MAPP) Testing: One measure of academic achievement are the state mandated standardized tests, as mandated by charter school legislation and state law; Odyssey will continue to comply with the required state assessments as defined by Education Code 47605(c)(1).
- Pre- and Post-Tests: To more fully and accurately demonstrate learning and acquisition of specific skills, teachers utilize content appropriate pre and post tests. These assessments measure individual student achievement at various intervals throughout the year.
- Unit Assessments: Upon culmination of a content unit, teachers use locally developed assessments to assess students' learning and mastery of content.
- Writers Workshop Assessments: Common Core aligned Performance Assessments developed by The Readers & Writers Project are used to assess students' writing throughout the year.
- Fountas & Pinnell Benchmark Assessments: Common Core aligned assessments and related resources used to evaluate students' reading and comprehension ability that is aligned to leveled literacy.
- Individual Learning Plans: The Individual Learning Plan serves as an evidentiary item where students' learning and progress is showcased. The ILP also contains the students' learning goals for the year, and evidence of their learning throughout their years at Odyssey.
- English Language Development folders: For EL students, a folder containing CELDT scores, MAPP statewide assessment scores, student report cards, and grade-level English Language Development Standards aligned assessments are maintained. Teachers use this information track students' ELD progress and determine when a students is eligible for reclassification.
- Student Notebooks: In addition to ILP folders, students document their learning via individual notebooks where notes, reflections, and other learning artifacts are kept. For most grades, students have reading, writing, and math notebooks.

- Teacher Observations: Teachers keep anecdotal records to document observations made of student's work habits and milestones.
- Teacher Created Evaluations: Specifically in the area of social responsibility, teachers utilize locally developed evaluations aimed at measuring a students' learning and growth in the stated categories.
- Self-Assessments: Self-assessments enable students to rate their performance on a given assignment or project and help them identify their own skills and working habits.
- Student Reflections: Reflections occur in tandem with self-assessments and allow students to think about their work and allow them to document their views and thoughts on their learning.

C. CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials with appropriate English learner authorization
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual School Accountability Report Card
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of pupils have had access to standards-aligned materials
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119
SUBGOAL C	
GOAL TO ACHIEVE PRIORITY	Maintain a clean and safe school facility in partnership with Pasadena Unified School District who serves as our facility lessor
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of LACOE Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will ensure appropriate cleanliness
BASELINE PERFORMANCE LEVEL	Since the May 2013 facility inspection, all items noted for Required Correction have been corrected
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by Director of Operations; Annual LACOE Facility Inspection Reports
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	100% of teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS)
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CA CCSS and Technology in Teaching and Learning
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CA CCSS and three hours of Technology in Teaching and Learning professional development
BASELINE PERFORMANCE LEVEL	In 2013, teachers participated in four hours of technology training and 8 hours of CA CCSS aligned Singapore Math Training
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CA CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE	Annually, 100% of EL students will gain academic content knowledge through

OUTCOME	the implementation of the CA CCSS
BASELINE PERFORMANCE LEVEL	In 2013, all EL students participated in the CA CCSS aligned Singapore Math curriculum, and Reader's and Writer's Workshop curriculum with ELD support
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBGOAL C	
GOAL TO ACHIEVE PRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum, <i>Into English</i> and <i>High Point</i>
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CA CCSS, and <i>Into English</i> and <i>High Point</i> ELD curriculum and related instructional strategies
BASELINE PERFORMANCE LEVEL	In 2013, 14 reclassified EL students reached English language proficiency within four years.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, <i>Into English</i> and <i>High Point</i> curriculum assessments, ELD folder and reclassification documentation
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	Maintain parent representation on the Odyssey Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Each spring, the Odyssey Parent Participation Group (OPPG) nominates and elects parents to serve as Governing Board Parent members
MEASURABLE OUTCOME	Annually, the Odyssey Governing Board will have, at minimum, two parent members
BASELINE PERFORMANCE LEVEL	Over the past fifteen years, at least two parents have always served as Parent Members on the OCS Governing Board
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	Maintain parent representation on the Odyssey School Site Council
ACTIONS TO ACHIEVE	School administration will work with the OPPG to recruit parents to the SSC via

GOAL	flyers, classroom newsletters, and monthly parent meetings
MEASURABLE OUTCOME	Annually, the Odyssey School Site Council will be comprised of at least 50% parents
BASELINE PERFORMANCE LEVEL	Over the past three years, five parents serve on the SSC
METHODS OF MEASUREMENT	School Site Council meeting agendas and minutes identify parents who form part of the SSC
SUBGOAL C	
GOAL TO ACHIEVE PRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, OCS administration, as well as teachers, will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation
MEASURABLE OUTCOME	Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members
BASELINE PERFORMANCE LEVEL	20% of Odyssey parents completed the 2013 OCS Community Survey
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis
SUBGOAL D	
GOAL TO ACHIEVE PRIORITY	Odyssey will co-sponsor at least five community events annually in conjunction with the Odyssey Parent Participation Group (OPPG)
ACTIONS TO ACHIEVE GOAL	OCS Administration will meet with leadership of OPPG to identify opportunities and events to create and nurture community on campus
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
BASELINE PERFORMANCE LEVEL	Six community events were held in 2012-2013
METHODS OF MEASUREMENT	As demonstrated throughout our fifteen year history, the calendar of school events has included events such as Stone Soup Day, Dr. Seuss Day, Parent Orientation & Back to School Events, Spanish language Parent Councils, and Charity Marketplace among others
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance 	

<p><i>requirements, or career technical education</i></p> <p><i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p><i>E. EL reclassification rate</i></p> <p><i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CA MAPP statewide assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
BASELINE PERFORMANCE LEVEL	<p>Percentage of students scoring proficient or better on the 2013 CST English Language Arts Test</p> <p>72% all students, grades 2nd through 8th; 60%, African American students; 62% Hispanic students; 88% White students; 60% SED students</p> <p>Percentage of students scoring proficient or better on the 2013 CST Math Test</p> <p>62% all students grades 2nd through 8th; 32%, African American students; 58% Hispanic students; 82% White students; 43% SED students</p>
METHODS OF MEASUREMENT	CA MAPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; Readers & Writers Workshop Assessments; Fountas & Pinnell Benchmark Assessments; Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education

BASELINE PERFORMANCE LEVEL	In 2013, schoolwide API target was met; API targets were met for 2 of 4 numerically significant subgroups
METHODS OF MEASUREMENT	CA MAPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
SUBGOAL C- GRADE LEVELS NOT APPLICABLE TO ODYSSEY	
SUBGOAL D	
GOAL TO ACHIEVE PRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies, and implementation of <i>Into English</i> and <i>High Point</i> ELD curricula
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
BASELINE PERFORMANCE LEVEL	In 2012/2013, 90% of students advanced one performance per the CELDT
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
SUBGOAL E	
GOAL TO ACHIEVE PRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies, and implementation of <i>Into English</i> and <i>High Point</i> ELD curricula
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment
BASELINE PERFORMANCE LEVEL	In 2013, 25% of EL students were reclassified to RFEP.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CA MAPP statewide assessment scores
SUBGOAL F— GRADE LEVELS NOT APPLICABLE TO ODYSSEY	
SUBGOAL G— GRADE LEVELS NOT APPLICABLE TO ODYSSEY	
STATE PRIORITY #5— STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> A. School attendance rates B. Chronic absenteeism rates	

<p><i>C. Middle school dropout rates (EC §52052.1(a)(3))</i></p> <p><i>D. High school dropout rates</i></p> <p><i>E. High school graduation rates</i></p>	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	Odyssey will maintain a 95% annual ADA rate
ACTIONS TO ACHIEVE GOAL	Odyssey will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%
BASELINE PERFORMANCE LEVEL	Over the past five years, keeping our families informed about the importance of attendance has resulted in an overall increase in our ADA from 95% ADA in 2009 to 97% ADA in 2012; this is evidenced in our historical monthly, quarterly, and annual attendance reports
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in the Attendance & Truancy Policy
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
BASELINE PERFORMANCE LEVEL	Over the past five years, keeping our families informed about the importance of attendance has resulted in an overall increase in our ADA from 95% ADA in 2009 to 97% ADA in 2012; this is evidenced in our historical monthly, quarterly, and annual attendance reports
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
SUBGOAL C	
GOAL TO ACHIEVE PRIORITY	Odyssey will retain and promote 98% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	Odyssey will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	98% of the 7 th and 8 th grade classes will be comprised of students who enrolled at Odyssey the prior academic year

BASELINE PERFORMANCE LEVEL	In 2013-2014, 98% of 7 th and 8 th grade students were enrolled at Odyssey the prior academic year
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS
SUBGOAL D— GRADE LEVELS NOT APPLICABLE TO ODYSSEY	
SUBGOAL E— GRADE LEVELS NOT APPLICABLE TO ODYSSEY	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBGOAL A	
GOAL TO ACHIEVE PRIORITY	Odyssey will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended
BASELINE PERFORMANCE LEVEL	In reviewing historical SARC data, Odyssey has maintained a suspension rate of less than 1%
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents
SUBGOAL B	
GOAL TO ACHIEVE PRIORITY	Odyssey will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
BASELINE PERFORMANCE LEVEL	In reviewing prior SARC data, Odyssey has maintained an expulsion rate of less than 1%
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents
SUBGOAL C	

GOAL TO ACHIEVE PRIORITY	Odyssey students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually
BASELINE PERFORMANCE LEVEL	In 2013, 100% of school staff participated in four hours of First Aid & CPR training. In 2012, ten fire, earthquake or safety drills were conducted
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars
SUBGOAL D	
GOAL TO ACHIEVE PRIORITY	Odyssey staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Odyssey will host at least five community events annually in conjunction with the Odyssey Parent Participation Group (OPPG)
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
BASELINE PERFORMANCE LEVEL	Six community events were held in 2012-2013
METHODS OF MEASUREMENT	Annual Report and school events and activity calendar. As demonstrated throughout our fifteen year history, the calendar of school events has included events such as Stone Soup Day, Dr. Seuss Day, Parent Orientation & Back to School Events, Spanish language Parent Councils, and Charity Marketplace among others
SUBGOAL E	
GOAL TO ACHIEVE PRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year in their classroom. OCS Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
MEASURABLE OUTCOME	Annually, at least 95% of students and families will be retained. Enrollment waiting list will be comprised of at least 300 families wishing to enroll in the school
BASELINE PERFORMANCE LEVEL	In 2013, the student retention rate was 96% 408 students were placed on the enrollment waitlist at our March 2013 Enrollment Lottery.

METHODS OF MEASUREMENT	<p>Responsive Classroom assessments and evaluation documents will demonstrate students' sense of connectedness</p> <p>Parent, student and teacher satisfaction surveys will provide information regarding their sense of connectedness and community</p> <p>Attendance and participation by students in campus events will evidence their sense of belonging and engagement</p> <p>Annual reenrollment documentation and class lists will reflect a return rate of at least 95%</p> <p>Enrollment waitlists will have at least 300 families interested in enrolling in the school</p>
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STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE PRIORITY	Odyssey students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
BASELINE PERFORMANCE LEVEL	In 2013, 100% of students enrolled in the academic program as outlined in the school's charter
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules

STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS

From the subject areas described above in #7, as applicable.

GOAL	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Odyssey's Readers Workshop, Writers Workshop, and Word Study programs 5 days per week. Instructional strategies implemented throughout Reading & Writing Workshop include: small group work, one-to-one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student

	learning goals
MEASURABLE OUTCOME	<p>Annually, 85% of kindergarten through 8th grade students will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy section of the Individualized Learning Plan folder, including Fountas & Pinnell Benchmark Assessments.</p> <p>Annually, 75% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CA MAPP statewide test in the area of English Language Arts/Literacy.</p>
BASELINE PERFORMANCE LEVEL	<p>Percentage of students scoring proficient or better on the 2013 CST English Language Arts Test</p> <p>72% all students, grades 2nd through 8th; 60%, African American students; 62% Hispanic students; 88% White students; 60% SED students</p>
METHODS OF MEASUREMENT	Odyssey's Individualized Learning Plan (ILP) folders are used to monitor and track student progress throughout the year. ILP folders include, but are not limited to,: CA MAPP test results, Fountas & Pinnell monthly benchmark assessments, pre and post unit testing, spelling inventories, student writing journals, response to literature journals, published writing and oral presentation rubrics.
STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: MATHEMATICS	
GOAL	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Math Workshop 5 days per week. Instructional strategies implemented in Math Workshop include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	<p>Annually, 85% of Kindergarten through 8th grade students will progress one grade/skill level each academic year, as evidenced by the Mathematics section of the Individualized Learning Plan folder, including Dreambox Learning assessment reports.</p> <p>Annually, 75% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CA MAPP statewide test in the area of Mathematics.</p>
BASELINE PERFORMANCE LEVEL	<p>Percentage of students scoring proficient or better on the 2013 CST Math Test</p> <p>62% all students grades 2nd through 8th; 32%, African American students; 58% Hispanic students; 82% White students; 43% SED students</p>
METHODS OF MEASUREMENT	Odyssey's Individualized Learning Plan (ILP) folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited

	to: CA MAPP test, Curricular benchmark assessments, Singapore Math pre and post unit testing, Dreambox Learning assessment reports, math journals demonstrating mathematical thinking, in class math presentation rubrics showcasing students' mathematical reasoning and critical thinking skills.
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STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: HISTORY/SOCIAL SCIENCE

GOAL	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; research projects and presentations, computer based research and media; field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	In 2013, 50% of 8 th grade students scored proficient or advanced on the California Standards Test for History-Social Science. In the past two years, Odyssey 8 th grade students have performed reasonably equivalent to the overall state results in this area.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: SCIENCE

GOAL	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. CA NGSS will be utilized to guide instruction. Instructional strategies utilized include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	Percentage of students scoring proficient or better on the 2013 CST Science Test 72% all students; 60%, African American students; 64% Hispanic students; 88% White students; 71% SED students
METHODS OF	Formal assessments include: pre and post testing, end of unit quizzes, and

MEASUREMENT	reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
STATE PRIORITY #8— PUPIL OUTCOMES- SOCIAL EMOTIONAL WELLBEING DOMAIN	
SUBGOAL A	
GOAL	All students will demonstrate respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with disagreements.
ACTIONS TO ACHIEVE GOAL	The Responsive Classroom approach and guiding principles serve as the foundation for our classroom and school climate. Strategies include: morning meeting, rule creation, interactive modeling, modeling of cooperative learning groups, peer group intervention, positive teacher language, logical consequences and conflict resolution skills.
MEASURABLE OUTCOME	Annual Average Daily Attendance rate will be 95% or higher; Annual suspension rate will be less than 1% and annual expulsion rate will be less than 1%.
BASELINE PERFORMANCE LEVEL	In 2012, the annual ADA rate was 97%; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Use of classroom walk-through and observation sheets, checklists, peer coaching or observations, videotaping, book study groups, assessment reflections and other assessment tools published by The Responsive Classroom.
SUBGOAL B	
GOAL	All students will demonstrate the ability to work cooperatively in groups to accomplish a common goal
ACTIONS TO ACHIEVE GOAL	The Responsive Classroom approach and guiding principles serve as the foundation for our classroom and school climate. Strategies include: morning meeting, rule creation, interactive modeling, modeling of cooperative learning groups, peer group intervention, positive teacher language, logical consequences and conflict resolution skills.
MEASURABLE OUTCOME	Annual Average Daily Attendance rate will be 95% or higher; Annual suspension rate will be less than 1% and annual expulsion rate will be less than 1%.
BASELINE PERFORMANCE LEVEL	In 2012, the annual ADA rate was 97%; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Use of classroom walk-through and observation sheets, checklists, peer coaching or observations, videotaping, book study groups, assessment reflections and other assessment tools published by The Responsive Classroom.
SUBGOAL C	

GOAL	All students will demonstrate accountability for their choices, perseverance, practicing self-control, and being self-disciplined
ACTIONS TO ACHIEVE GOAL	The Responsive Classroom approach and guiding principles serve as the foundation for our classroom and school climate. Strategies include: morning meeting, rule creation, interactive modeling, modeling of cooperative learning groups, peer group intervention, positive teacher language, logical consequences and conflict resolution skills.
MEASURABLE OUTCOME	Annual Average Daily Attendance rate will be 95% or higher; Annual suspension rate will be less than 1% and annual expulsion rate will be less than 1%.
BASELINE PERFORMANCE LEVEL	In 2012, the annual ADA rate was 97%; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Use of classroom walk-through and observation sheets, checklists, peer coaching or observations, videotaping, book study groups, assessment reflections and other assessment tools published by The Responsive Classroom.
SUBGOAL D	
GOAL	All students will demonstrate the ability to reflect
ACTIONS TO ACHIEVE GOAL	The Responsive Classroom approach and guiding principles serve as the foundation for our classroom and school climate. Strategies include: morning meeting, rule creation, interactive modeling, modeling of cooperative learning groups, peer group intervention, positive teacher language, logical consequences and conflict resolution skills.
MEASURABLE OUTCOME	Annual Average Daily Attendance rate will be 95% or higher; Annual suspension rate will be less than 1% and annual expulsion rate will be less than 1%.
BASELINE PERFORMANCE LEVEL	In 2012, the annual ADA rate was 97%; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Use of classroom walk-through and observation sheets, checklists, peer coaching or observations, videotaping, book study groups, assessment reflections and other assessment tools published by The Responsive Classroom.
SUBGOAL E	
GOAL	All students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems
ACTIONS TO ACHIEVE GOAL	The Responsive Classroom approach and guiding principles serve as the foundation for our classroom and school climate. Strategies include: morning meeting, rule creation, interactive modeling, positive teacher language, logical consequences and conflict resolution skills.
MEASURABLE	Annual Average Daily Attendance rate will be 95% or higher; Annual suspension rate will be less than 1% and annual expulsion rate will be less than

OUTCOME	1%.
BASELINE PERFORMANCE LEVEL	In 2012, the annual ADA rate was 97%; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Use of classroom walk-through and observation sheets, checklists, peer coaching or observations, videotaping, book study groups, assessment reflections and other assessment tools published by The Responsive Classroom.
STATE PRIORITY #8— PUPIL OUTCOMES- SOCIAL RESPONSIBILITY DOMAIN	
SUBGOAL A	
GOAL	All students will demonstrate an understanding of their actions, how these affect their surroundings and the ability to work with others.
ACTIONS TO ACHIEVE GOAL	All students participate in classroom dialogues and discussions, community activities, student government, and classroom decision making processes. By integrating literature and dialogue, students are able to engage in the development of classroom rules and expectations while participating in a democratic process
MEASURABLE OUTCOME	Annually, 100% of classrooms will have collaboratively devised rules and expectations; fewer than 1% of students will be suspended; fewer than 1% of students will be subject to expulsion
BASELINE PERFORMANCE LEVEL	In 2012, 100% of classrooms had posted rules and expectations; Student suspension rate was 0; Student expulsion rate was 0
METHODS OF MEASUREMENT	Classroom observation rubrics; Book titles in classroom libraries; Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence
SUBGOAL B	
GOAL	All students will demonstrate social responsibility by working to improve their school and community environments
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities; our largest being Charity Marketplace which raises funds for local charitable organizations. The Odyssey orchard and courtyard gardens serve as another vehicle whereby students are exposed to the concept of ecological responsibility and awareness.
MEASURABLE OUTCOME	Each Spring trimester, 100% of classrooms will participate in Charity Marketplace by hosting a business, selling products, or actively volunteering in the setup and planning of the day. Annually, 100% of classrooms work in their classroom garden box or the Odyssey Orchard.
BASELINE PERFORMANCE LEVEL	100% of all classrooms actively participated in Charity Marketplace; 100% of classrooms tended their garden box or worked in the Orchard
METHODS OF	Donation acknowledgements from charitable organizations who receive

MEASUREMENT	donations from Charity Marketplace; fruits and vegetables grown in the classroom garden boxes and orchards.
SUBGOAL E	
GOAL	Students will demonstrate an understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning
ACTIONS TO ACHIEVE GOAL	ILP Conferences and workshop classroom environment supports students working independently at their own learning level; classroom and school wide projects, such as Charity Marketplace, student government, and student led fundraisers, also serve to meet this goal
MEASURABLE OUTCOME	Each fall, 98% of students will participate in ILP Conferences 100% of students will complete at least one project each trimester in an academic content area Annually, student government officers will plan at least three campus fundraisers
BASELINE PERFORMANCE LEVEL	In 2012, 95% of students at all grades participated in ILP Conferences; 100% of students completed at least one project each trimester in an academic content area; Student government officers hosted three schoolwide fundraisers
METHODS OF MEASUREMENT	ILP Conference rosters submitted by teachers Campus activities calendars will show student initiated projects and fundraisers Project rubric, presentation rubric, classroom grade books and report cards will demonstrate project participation
SUBGOAL F	
GOAL	Students will demonstrate the capacity to perceive social needs and global concerns and address these through leadership skills to make a positive contribution to their school and community.
ACTIONS TO ACHIEVE GOAL	Teachers will discuss current events and global social issues; Teachers and students will identify and select local charitable organizations which will be supported by Charity Marketplace; Students will gain awareness of their community and surroundings through field trips. Students will develop community building and mentoring relationships through Reading Buddies
MEASURABLE OUTCOME	100% of classrooms participate in at least two off-campus field trips annually; Annually, 100% of classrooms participate in Reading Buddies which are designed to build community and mentoring relationships Annually, charitable organizations who receive donations from Charity Marketplace will be selected by students
BASELINE PERFORMANCE LEVEL	In 2012, 100% of classrooms attended two off-campus field trips; all classrooms had at least one Reading Buddy partner class; Students selected the four recipients of Charity Marketplace donations.
METHODS OF	Field trip rosters and schedules show participation in field trips

MEASUREMENT	Reading Buddy pairings will demonstrate participation in this activity Charity Marketplace marketing items will showcase organizations supported Our multiage classroom configurations facilitate cross-age collaboration among students within each classroom.
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D. ACADEMIC PERFORMANCE INDEX (API)

Throughout Odyssey's fifteen year history, we have consistently focused on using student performance data to evaluate our curriculum and modify instructional methods to increase student performance. This form of continuous improvement is imperative to ascertain the specific instructional strategies and practices yielding successful results; furthermore this practice allows us to identify areas for further improvement.

Aggregate student performance data generated by our Academic Performance Index (API) is one metric used to demonstrate student learning and achievement. Over the past five years Odyssey has witnessed considerable gains along this metric. The data table below details our API performance in the past five years.

Schoolwide Academic Performance Index (API) Data Table (2009-2013)					
	2009	2010	2011	2012	2013
Base API	767	794	828	825	848
Growth Target	5	5	*	*	*
Target API	772	799	*	*	*
Actual Growth	28	34	-4	20	12
Actual API	795	828	824	845	860
<i>*denotes the school scored at or above the statewide performance target of 800</i>					

While schoolwide API serves as one of several assessments used to track and document student performance and academic growth each year, Odyssey additionally analyzes the API for each individual subgroup and the levels of proficiency by content area to gain a better understanding of student learning and achievement. The data table below details the API scores for our student subgroups over the past five years.

Academic Performance Index (API) by Numerically Significant Subgroup Data Table (2009-2013)					
	2009	2010	2011	2012	2013
Schoolwide	795	828	824	845	860
African American	749	782	710	775	758
Hispanic	808	848	822	822	836
White	876	885	921	911	932
Socioeconomically Disadvantaged	777	796	788	792	797

Although this table showcases API increases for all subgroups over the past five years, it does not provide a full picture of student performance. In order to complete our analysis of student performance, Odyssey staff utilizes individual student proficiency to determine each student's area of strength and weakness. This information helps further guide our instructional practices and make necessary modifications to our approaches with each student.

English Language Arts Proficiency

Detailed analysis of historical student performance data illustrates Odyssey's success in growing the percentage of students achieving at the proficient or advanced level on the CST English Language Arts test. The data table below compares the proficiency levels of students between 2009 and 2013 in the area of English Language Arts

English Language Arts Proficiency Rate Comparison Data Table (2009-2013)		
	2009	2013
Schoolwide	61%	72%
African American	51%	59%
Hispanic	62%	61%
White	81%	88%
Socioeconomically Disadvantaged	51%	59%

The increased percentage of students scoring proficient and advanced over the past five years can be attributed to a number of institutional improvements. Concentrated efforts to improving our literacy approach, adjustments to the Writer's Workshop environment to meet students' needs, and teacher assistants in all kindergarten through fourth grade classrooms allow for additional small group work and one to one reading support are all factors influencing our improvement. Specific instructional strategies to implement during workshop were designed and formatted specifically tailored to meet the demands of the California Standards Tests. Finally the use of Study Island test prep software supported our students in learning test taking skills and strategies.

Mathematics Proficiency

Analysis of CST Mathematics test data over the past five years demonstrates Odyssey's overall success in increasing the percentage of students demonstrating proficiency on this test. Throughout our ongoing analysis, we were faced with the additional improvements which need to take place in order to improve the proficiency levels for all our students. The table below contains the CST Mathematics test proficiency levels from 2009 to 2013.

Mathematics Proficiency Rate Comparison Data Table (2009-2013)		
	2009	2013
Schoolwide (All students)	58%	64%
African American	49%	33%
Hispanic	62%	58%
White	69%	83%
Socioeconomically Disadvantaged	64%	44%

In reviewing this data, it is evident that additional work needs to be done to improve our math curriculum; this is especially notable in the decreased levels of proficiency for all our student subgroups.

Over the past five years, Odyssey has continuously reviewed and analyzed our mathematics curriculum and approach to determine what factor is leading to the decrease in the number of students demonstrating proficiency. This analysis has been used to modify instructional techniques and led a majority of teachers to participate in additional professional development opportunities to target any identified deficiencies. As a result, Odyssey identified three determining factors in the decline in our math proficiency levels:

1. In 2009-2010, Odyssey was no longer able to offer after school math tutoring for our students due to state budget cuts
2. In 2009-2010, we embarked upon a strategic school growth plan, which was compounded with a need to slightly increase class sizes to maintain fiscal solvency. Over the past five years we have grown by over 175 students
3. A cohesive and consistent math curriculum for all kindergarten through 8th grade students was visibly lacking.

These three factors played a critical role in preventing us from demonstrating our students' mathematics capacity and knowledge. To address these deficiencies, a new mathematics program has been adopted at all grade levels, and all teachers and teacher assistants have also participated in one full day training on the fundamentals of the program. We expect to

continue providing teachers professional development in this area with the ultimate goal of seeing improved results along this performance metric.

Writing

Since its inception, Odyssey has remained committed and teaching the craft of writing as a key element in a child's educational trajectory. *The Art of Teaching Writing*, and *Writing Units of Study*, both by Lucy Calkins, along with the Writer's Workshop curriculum, are the key elements which guide the way writing is taught in classrooms. Writer's Workshop is developed and fostered beginning in kindergarten where students are encouraged to believe and see themselves as writers. This key belief empowers students to honor their own stories and enables them to embrace writing as a process. As student's progress through the grades, the process of writing grows and becomes more fluent and writing is celebrated during Writing Celebrations where families are invited in to hear students read their stories.

In addition to classroom celebrations, writing is honored and celebrated through students' performance and achievement on the 4th and 7th grade CST Writing test. The table below contains the data supporting our students' exceptional performance in this area.

4 th & 7 th Grade CST Writing Test Data Table (2009-2013)		
	4 th Grade	7 th Grade
2013	91%	85%
2012	94%	96%
2011	71%	100%
2010	*	70%
2009	82%	52%
Percentage denotes the number of students who earned scores of 3 or 4 on the writing test, where 4 is the highest possible score.		
*-- 4 th grade CST Writing test was cancelled statewide due to unprecedented budget cuts		

These remarkable results evidence students are confident, capable and well prepared for the writing challenges they will face in their educational journeys and beyond.

Moving forward, Odyssey is enthusiastic for the opportunity to have students demonstrate their knowledge and content mastery via the CA Measurements of Academic Performance and Progress assessments being devised. We believe the conclusion of our growth plan in the 2014-2015 year and an anticipated healthy budget from the state will enable us to focus on our curriculum and teaching approaches. In addition, we will continue to improve teaching strategies and implement support services for our student subgroups to ensure they meet and exceed statewide performance expectations.

E. DATA USE & REPORTING

The use of data to inform instruction and improve student achievement is paramount to the success of Odyssey. Throughout the year, administrators and teachers collect, analyze,

synthesize, and report student performance using various data elements. These include both standardized test results, teacher developed assessment data, and student work as evidence of learning. At various times throughout the year, student performance reports and data trends are also presented to the Odyssey Governing Board as well as the broader parent community. The primary data sources used at Odyssey includes:

CA MAPP Test Results

Standardized testing data is used as one metric of student achievement and success. The individual and cumulative results of the CA MAPP statewide tests are used to inform practice and improve instructional methods. Annually, teachers are provided with extensive reports on the performance of students in the current and prior years, where available. This information serves as a guide for teachers who tailor their instruction and focus on their efforts on areas of deficiency. Upon receipt, parents are provided their child's performance reports, and results are discussed each fall during parent-teacher meetings.

The Odyssey Governing Board is also presented with a summary of student performance results annually. This information is given as a way of keeping the Board abreast of the overall performance of students and as evidence of the efficacy of the educational program of the school.

Individual Learning Plans

Odyssey's Individual Learning Plans (ILP) are a tool to assess and monitor student learning, growth, and achievement. The ILP is devised by teachers, using the results of a myriad of student evaluations and assessments conducted at the start of every school year. ILP Folders contain a rich amount of data, evidence of learning, and student work samples showcasing students' learning and mastery of content in core subject areas. Key features of an ILP folder are the student performance sheet which summarizes a students' performance on key assessments throughout the year, a goal sheet outlining the learning goals for the student during the year, samples of student work, student reflections, teacher observation notes, and the assessments administered by the teacher.

A hallmark of the ILP is the use of learning goals for every student. Learning goals are developed in consultation with parents during the fall trimester and serve as a guide for the area where a student could benefit the most during the year. Most students have a goal grounded in the academic excellence component of our educational program, however many students also have goals in the area of social emotional wellbeing and/or social responsibility. These goals ensure students are learning and growing along all three components of the educational program.

The ILP is a process which occurs throughout the entire school year. At the beginning of the school year teachers assess student learning, and devise learning goals for students. During the fall trimester, teachers and parents convene to review these goals and ensure they are sufficient. Throughout the year, teachers use interim assessments to monitor student progress towards the stated goals. Evidence of these goals in the form of the assessments, rubrics, student reflections, and observation records all become part of a students' ILP folder.

The data found in ILP folders serves as an additional piece of information utilized to improve instruction. Using this data also enables Odyssey to have an additional metric of student performance beyond the annual standardized tests.

ELEMENT D— GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Education Code Section 47605(b)(5)(D)

A. LEGALLY AND OPERATIONALLY INDEPENDENT ENTITY

The Charter will be granted to Odyssey Charter School, a California nonprofit public benefit corporation, which will operate the Charter School. The Charter School has also been granted tax exempt status by the Internal Revenue Service under section 501(c)(3) of the Internal Revenue Code. The Los Angeles County Office of Education (“LACOE”) and Odyssey shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. Pursuant to Education Code Section 47604(c), the Los Angeles County Board of Education (“LACBOE”) shall not be liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the Los Angeles County Board of Education has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.

Odyssey is governed in accordance with applicable California Corporations Code sections and will be responsible for all debts and obligations of Odyssey. As such, Odyssey’s Governing Board (hereafter, referred to as the Governing Board) will oversee the Charter School’s operations. Odyssey shall comply with the Political Reform Act and its implementing regulations as well as conflict of interest provisions in the Corporations Code.

B. PURPOSE OF THE GOVERNING BOARD

The Governing Board’s role is to oversee the vision, mission, unique school design, related school performance and overall school operations to ensure the fulfillment of Odyssey’s Charter and related school policies, as well as local, state and federal laws and regulations. The Governing Board’s responsibilities include but are not limited to establishing and approving all educational and operational policies, major contracts including school facilities, the Charter School’s calendar, annual budget and any subsequent revisions, overseeing the Charter School’s fiscal and legal affairs including resource development, and hiring, evaluating and terminating the Executive Director and delegating the hiring, evaluation and termination of all other employees to the Executive Director. See Appendix B for Governing Board Roster, Biographies, Bylaws, and Articles of Incorporation.

C. COMPOSITION OF THE GOVERNING BOARD

Members

The Governing Board will consist of 5 to 19 members who have the desire and the educational backgrounds, skills, and experience to effectively govern Odyssey Charter School. The

composition of the Governing Board is intended to ensure that no one individual or individuals within a particular stakeholder group can unduly influence a decision on a given action item. No member of the Governing Board will be compensated for his/her role as a board member. Members of the Governing Board will be comprised of:

- Parents/Guardians of current Odyssey students, who are not employed by the Charter School
- Persons representing the community served by the Charter School, who may include members of the business community, who will be recruited and selected by the Governing Board based upon their expertise and interest in the success of the school. Parents will be encouraged to recommend community member candidates for the Governing Board. Community members shall not have any financial interest in the school.
- A representative of the Los Angeles County Board of Education, pursuant to Education Code Section 47604(b).

Selection Process

The selection process for parent and community members will be in accordance with policies established by the Governing Board, which include an application for membership and recruitment strategies to ensure a diverse membership in accordance with the demographics of the Charter School. All candidates are formally presented at a governing board meeting prior to a final confirmation by the Governing Board to provide an opportunity for public comment. The bylaws of the corporation specify the election process and stipulate that a board member who is no longer qualified or able to serve on the Governing Board will be deemed to have vacated his or her seat.

Term of Office

The bylaws provide that community board members shall serve up to three-year terms, to be determined by the Governing Board. The community board members serve staggered terms as established by the Governing Board. The LACBOE representative serves at the pleasure of his/her appointing authority. The parent representatives serve one year terms with the option of additional elected years. The Board may appoint an interim Board Member to serve in the event of an unanticipated vacancy, pending nomination and election of a new Board Member.

Changes in the Governance of the School

Odyssey will provide LACOE with a copy of its bylaws and any subsequent revisions to the bylaws. Odyssey will provide LACOE with a list of Governing Board members and will notify LACOE of any change in Governing Board membership within 14 days of the change. The Governing Board may adopt amendments to the bylaws of the corporation establishing a governing board including additional members, not to exceed 19 members, provided a majority of the Governing Board is composed of disinterested persons, as defined in the Nonprofit Corporations Law, in the Corporations Code. These provisions will be reflected in the bylaws of the corporation.

Board Committees

The Governing Board may appoint standing and/or ad hoc committees to help the Charter School achieve its vision, mission and unique school design. Committees serve at the pleasure of the Governing Board and will be accountable to the Governing Board for their activities. At the time the committee is established, the Governing Board will appoint a staff liaison and a parent liaison to help guide and support the work of the committees. The committees, on a regular basis, will present to the Governing Board a review of the work of the committee and related recommendations to the Governing Board. The term of liaisons will be established when a committee is formed.

Board Meetings

All meetings of the Governing Board will be held in accordance with the Ralph M. Brown Act. The Governing Board will hold regular meetings at least quarterly; special meetings and emergency meetings may be called as needed in accordance with the Brown Act.

Board Training

The Governing Board will receive regular in-service sessions for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, Budgeting & Finance, Understanding Student Performance & Accountability, and the Ralph M. Brown Act.

Conflict of Interest

Odyssey agrees to comply with the Political Reform Act and its implementing regulations. The Governing Board shall adopt a Board Conflict of Interest Code and board members shall complete and sign an annual Form 700 disclosure statement concerning possible conflicts of interest. The Conflict of Interest Code can be found in Appendix C.

D. PARENTAL INVOLVEMENT

Families who choose Odyssey do so because the school culture and environment provides a different choice from what is provided by a traditional public school. Parents understand by choosing Odyssey for their child, they are choosing to be a member of the Odyssey community. Because charter schools try to direct as much state money as possible to the classrooms, Odyssey does not have the staff to fully support all the school activities and events which set the school apart from others. Thus, the Charter School relies on parent help to bridge that gap. Parents will be asked to support Odyssey as volunteers at school or from home. It is understood that all families lead busy lives and have different ideas about how they might help the Charter School.

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
Maintain parent representation on the Odyssey Charter School Governing Board. Maintain the Odyssey School Site Council Solicit parent feedback via surveys annually	Recruit and retain parents on the Odyssey Governing Board and School Site Council. Parental input is sought via teacher and campus community surveys

There are many ways for parents to be involved with their child’s education and provide additional support to the Charter School. All members of the Odyssey community are expected to be fully engaged in a variety of ways in their child’s education. While we understand that each family will participate in different ways, each family shall contribute to our community in the following ways:

Classroom support

Family support and active participation in their child’s learning is critical for students’ success. Parents/guardians at Odyssey Charter School can:

- Attend the mandatory OCS Parent Orientation
- Participate in students’ ILP Conference held in late October
- Ensure student arrives and is picked up on time daily
- Provide a nutritious snack and lunch every day or arrange for a school lunch
- Provide adequate time, effort, environment and support for student to complete all schoolwork and homework to the best of his/her ability
- Check student’s agenda and backpack daily and initiate contact with teacher whenever a question arises
- Keep informed of all school and classroom happenings by reading Thursday Packet, Teacher Newsletters, OPPG Messages, School & Teacher Websites, and Room Parent Communications

School Support

There are many ways families can volunteer and become further connected to the school. Families can volunteer in following ways:

- Volunteer in a classroom
- Serve on the Odyssey Charter School Governing Board or School Site Council
- Serve as a Room Parent

- Serve on the OPPG (Odyssey Parent Participation Group) Leadership Team or Committee
- Volunteer on the Arts Odyssey Committee
- Help beautify our campus during OCS Parent Workdays
- Assist teachers when requested
- Lead or assist with an Odyssey Event or Fundraiser (listed below)
- Bring event and fundraiser ideas or suggestions to OPPG

Odyssey Parent Participation Group (OPPG)

The OPPG is the primary forum for parents to become involved in school-wide committees. The OPPG works hand-in-hand with teachers and school administration to develop innovative programs and provide monetary support for those programs. OPPG continues to investigate other ways to build community and bring parents together. OPPG committees might include but are not limited to:

- Arts Committee-focus is to support learning in and through the arts with programs and classroom support
- Food and Garden Committee-focus is on supporting our fitness and wellness charter component
- Fundraising Committee-organizes the various fundraising events throughout the year to support student learning programs
- Community Building Committee-organizes events to build community
- Room Parents- support classroom teachers and classroom needs

School Governance

Parents are represented on the Governing Board and on ad hoc and standing committees of the Governing Board. Parent representatives are elected by the parent community to the Governing Board; however, the Governing Board must confirm each parent representative's position on the Governing Board. Parent representatives use the OPPG as their primary forum for communicating Governing Board business to the parents and for gathering information from parents to represent to the Governing Board. Other methods of communication may be utilized as well such as parent surveys, the parent newsletter, phone trees, email lists, town hall meetings and take home flyers. Opportunities for participation in the decision-making process includes but is not limited to:

- Governing Board Parent Representative
- Parent Liaison to a Standing Committee
- Parent member of an ad hoc committee

- Survey and Evaluation Participant

Community Outreach and Advocacy

Parents with strong community ties help build and strengthen partnerships with community resources. The resources may be utilized for financial support, educational opportunities, sponsorships, and service-learning options for students. In addition, there is activity at the local, state and federal level that may require parent advocacy in order to preserve the interests of Odyssey and the charter movement as a whole.

Additional Opportunities

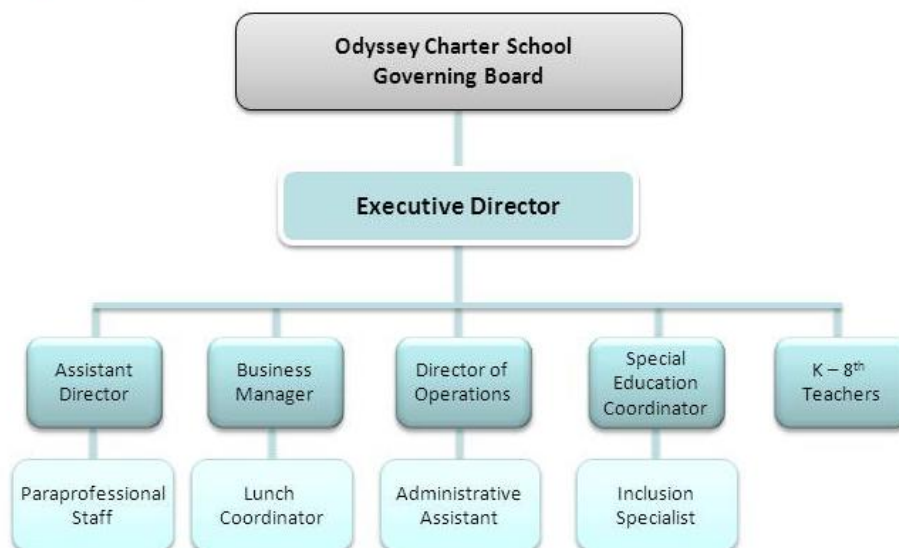
Parents contribute to the learning environment of Odyssey in many informal ways as well. They are the source of innovative ideas; provide insight into the functioning of the Charter School through their own observation; help the Charter School assess its strengths and areas for improvement through open and ongoing communication with teachers, school administration and other parents. In all the ways parents are involved with Odyssey, they strengthen and enhance the value of the school to students, faculty, other parents and the community at large.

E. ORGANIZATIONAL CHART

The organizational chart below highlights the relationship of the Governing Board of Odyssey Charter School and to the leadership and staff of the school. The Executive Director reports to the Governing Board and is responsible for all faculty and staff.



Organization Chart



ELEMENT E— QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: *"The qualifications to be met by individuals to be employed by the school." Education Code Section 47605(b)(5)(E)*

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials.

All staff shares the responsibility of being part of a democratic, governance team within the Charter School. Every member of the faculty and staff sign an affirmation supporting Odyssey's vision, mission and unique school design, as described in the Charter. Odyssey staff recognize their jobs entail far more than similar positions in traditional public school settings. As faculty and staff accept more responsibility a gradual shift in accountability is required. Professional development opportunities will be provided to ensure staff remains abreast of all relevant changes in laws and operational requirements. The roles and qualifications of school staff are reflected in this section.

L. ADMINISTRATIVE STAFF

Executive Director

The Executive Director is selected by and reports directly to the Governing Board and serves as the Charter School's chief executive officer. The overarching goal of the Executive Director is to uphold to mission and vision of the charter and oversight of the implementation of the educational program as specified in the Charter and external relations on behalf of the school. Some of the key responsibilities of the Executive Director are:

- Oversees all administrative staff to ensure the legal, fiscal, administrative and overall school operations are in compliance with the Charter and all related laws and regulations
- Ensures optimal educational services are provided and all curriculum and educational programs are in accordance with the Charter
- Works with Assistant Director on the development and implementation of the curriculum and programs, as well as reviewing individual student and overall school performance in accordance with the school's Charter and related laws and regulations.
- Informs the Governing Board of student performance along with recommendations for continuous improvement
- Ensures compliance with all applicable state and federal laws and regulations
- Plans, coordinates and administers one or more specific areas of ongoing or special project funding programs, such as individual gifts, in-kind donations, applicable grants, direct mail campaigns and special events
- Recruits, hires and evaluates staff

- Maintains the school's external relationships (e.g. chartering authority, compliance-related organizations, charter support organizations, legislators, and community-based organizations)
- Communicates and reports to the OCS Governing Board and any contract service providers
- Ensures that the school community follows the policies and decisions approved by the Governing Board
- Recommends professional development opportunities to staff in accordance with the school's Charter and school's mission and vision
- Ensures that the instructional team holds the necessary credentials and/or meets educational requirements
- Serves as school liaison on recruitment and outreach efforts
- Communicates with parents, recruits new families and students, and assures families of academic growth
- Promotes the OCS charter program in the community and encourages a positive public relation and interacts effectively with media
- Attends LACOE meetings as requested by LACOE and stays in direct contact with the LACOE CSO office regarding changes, progress, etc.
- Works with Business Manager to present a fiscal audit to the OCS Governing Board and after review by the Governing Board, presents audit to LACOE
- Takes all necessary steps to procure resources on behalf of the school

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the local, state and federal level. Minimum five years proven experience in educational and organizational leadership, delegation and management, including oversight of fiscal, legal, personnel and operational compliance and liability issues within a public school setting. Strong administrative and organizational skills. Must be computer-literate and familiar with Microsoft Office. Ability to coordinate multiple projects and meet deadlines in fast-paced environment. Expertise and experience in constructivist education in a multiage/looping setting, including program and curriculum development serving a diverse student population with a variety of learning styles and abilities. Prefer a minimum of two years' experience at Odyssey Charter School. Master's Degree in Education or equivalent required. Administrative Credential preferred. Must have current certification in First Aid and CPR.

Assistant Director

The Assistant Director reports to and works closely with the Executive Director. The AD is responsible for supporting the overall vision and mission of the school. The AD is responsible

for providing educational leadership by developing and improving instructional programs, student services, staff development, and community affairs.

Some of the key responsibilities of the Assistant Director are:

- Monitor school-wide Individualized Learning Plan (ILP) implementation and intervention strategies including but not limited to Reading and Math Intervention Programs
- Provide support to teachers and work closely with the instructional staff to ensure curriculum is consistent school-wide, follows the CA CCSS, modifies instructional methods to meet the needs of students, and provides support as needed
- Monitor and track student academic progress on a monthly basis, prepare and present pertinent reports to the Governing Board
- Attend and serve as administrator at Student Study Teams (SST) and IEP meetings
- Supervise paraprofessional staff and related scheduling to ensure optimal resource allocation
- Work with ED on recruitment materials and updating the Website
- Maintain and design database files for student records including but not limited to standardized test scores and school wide assessments
- Oversee student information in CSIS, PowerSchool, and recruitment databases
- Complete and submit all CALPADS reporting
- Manage student discipline, as necessary, participate in the suspension and expulsion process
- Serve as the school's Testing Coordinator/Officer

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the federal, state and local level. Demonstrated leadership and management skills and ability to coordinate multiple projects and meet deadlines in fast-paced environment. Experience in constructivist education in a multiage/looping setting, including program and curriculum development serving a diverse student population with a variety of learning styles and abilities. Bachelor's degree required, graduate degree preferred. A Teaching Credential or equivalent highly desired. Must have current certification in First Aid and CPR.

Director of Operations

The Director of Operations reports to the Executive Director and is responsible for the day-to-day operations as they pertain to non-education related issues. The Director of Operations works closely with the Business Manager and business services provider on accounts payable, accounts receivable, compliance, ADA reporting, facilities, insurance and acts as a liaison between the school and business service provider on related administrative issues.

Some of the key responsibilities of the Director of Operations are:

- Ensure all legal, fiscal, administrative, and overall school operations are in compliance with the Charter and all related laws and regulations
- Work closely with the Business Manager on accounts payable, accounts receivable, compliance and act as liaison between the school business provider on related administrative issues
- Oversee the administrative staff to ensure that daily and weekly attendances are in compliance with the Charter and related laws and regulations
- Prepare monthly and annual ADA reports
- Manage the facilities and campus safety issues and ensures that related incident reports are completed and filed
- Ensure all insurance requirements regarding general liability, professional liability, and workers compensation are met
- Secure a facility for the school via Prop 39
- Assure school safety process and procedures are being followed and reviewed annually
- Serve as the liaison between the school and the landlord
- Work closely with Administrative Assistant on student recruitment, registration, and enrollment. Oversees Administrative Assistant to maintain student records and prepare student transcripts
- Supervise Administrative Assistant and Facility Maintenance Employees

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the federal, state and local level. Demonstrated experience in office administration with supervisory experience and strong interpersonal skills, preferably in a public school setting. Strong organizational skills and ability to complete multiple projects and meet deadlines in fast-paced environment. Demonstrated leadership and management skills and ability to coordinate multiple projects and meet deadlines in fast-paced environment. Minimum one-year experience at Odyssey Charter School preferred. Bachelor's degree required, graduate degree or equivalent preferred. Must have current certification in First Aid and CPR.

Business Manager

The Business Manager reports directly to the Executive Director. The Business Manager works on ensuring the financial sustainability of the school; including but not limited to annual audit, accounts payable, accounts receivable, payroll, personnel, and employee benefit and payroll records.

Some of the key responsibilities of the Business Manager are as follows:

- Ensure all legal, fiscal, and administrative elements are in compliance with the Charter and all related laws and regulations

- Ensure accounts payable; accounts receivable; payroll records; personnel, and employee benefits are in accordance with the Charter
- Work with ED to prepare and submit an annual budget to the Governing Board for review and approval; and is also responsible for maintaining a balanced budget throughout the school year
- Work with the compliance provider and auditors annually to ensure proper accounting and auditing of school financials
- Oversee the administration of the lunch program to ensure that the legal and fiscal administration of the program is in compliance with the Charter and all related laws
- Oversee the Annual Giving Campaign and donor database
- Serve as the liaison between the school and the business service provider on fiscal and related management issues
- Supervise Lunch Coordinator

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the federal, state and local level. Must have knowledge of finance accounting principles and experience in bookkeeping. Must be computer-literate and proficient with the Microsoft Office suite. Demonstrated leadership and management skills and ability to coordinate multiple projects and meet deadlines in fast-paced environment. Minimum one year experience at Odyssey Charter School preferred. Bachelor degree required, graduate degree preferred. Must have current certification in First Aid and CPR.

Special Education Coordinator

The Special Education Coordinator reports to and works closely with the Executive Director and Assistant Director to ensure special education services are in compliance with special education laws and related federal, state, and local regulations and the school's Charter. The Special Education Coordinator provides support to teachers on differentiation of curriculum, accommodations, and modifications for students with special needs. Some of the key responsibilities of the Special Education Coordinator are:

- Provide direct instructional support to all students with an IEP
- Administer and interpret results of special education assessment instruments
- Coordinate IEP processes and timelines, and Student Study Teams
- Maintain detailed student special education records and electronic databases for special education and all related paperwork
- Provide direct services to special needs students individually and in small groups within the regular classroom environment
- Facilitate necessary accommodations for standardized testing, in accordance with the goals and objectives in each student's IEP

- Communicate with special education students on a regular basis
- Works closely with the school psychologist and other providers of related services for special needs students to ensure optimal services are provided and compliance-related issues are addressed in a timely and effective manner

Qualifications: Knowledgeable of federal, state, and local special education laws and regulations. Evidence of successful experience in teaching special education and teaching experience in a constructivist, multiage/looping learning environment serving diverse students with a variety of learning styles and abilities. Bachelor's degree required, graduate degree preferred. Must also hold a Mild to Moderate Special Education Credential from the Commission on Teacher Credentialing. Current certification in First Aid and CPR.

Administrative Assistant

The Administrative Assistant reports directly to the Director of Operations, is the receptionist for the school and is responsible for providing general clerical support. The Administrative Assistant serves as the health aide and is responsible for maintaining the health log, student medical/immunization records and first aid inventory in the main office and classrooms. The Administrative Assistant is also responsible for maintaining the daily student attendance database and provides clerical support for the school lunch program.

- Serve as a school receptionist and provide general clerical support
- Provide administrative support to the Director of Operations
- Work closely with the Director of Operations on student recruitment, registration, and enrollment
- Maintain student records and prepares student transcripts
- Perform all data entry into student information and recruitment databases
- Serve as the health aide and be responsible for maintaining all health logs, student medical/immunization records and first aid inventory in the main office and classrooms.
- Responsible for maintaining daily and weekly student attendance records

Qualifications: Demonstrated clerical and organizational skills and related experience, preferably in a public school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. Bachelor degree or equivalent preferred. Must have current certification in First Aid and CPR.

Lunch Coordinator

This is a part time position and reports to the Business Manager. The Lunch Coordinator collaborates with lunch provider and business service provider to order, receive and distribute

lunches. Oversees the administration of the lunch program to ensure that the legal and fiscal administration of the program is in compliance with the Charter and all related laws.

Qualifications: Demonstrated clerical and organizational skills and related experience, preferably in a public school setting. Must have strong interpersonal skills and ability to manage multiple tasks and meet deadlines in fast-paced environment. Must be computer literate and familiar with Microsoft Office suite. Associate Degree or equivalent required, Bachelor degree preferred. Must have current certification in First Aid and CPR, and valid Serve-Safe Food Safety & Handling Permit.

B. INSTRUCTIONAL STAFF

Teacher

Odyssey's educational program challenges instructional staff to blend the best of their professional practice with the freedom to challenge assumptions about the ways in which traditional classroom environments have shaped their day-to-day interactions with students. Teachers are responsible for working with the Executive Director and Assistant Director to create and implement curricula that reflects the school's vision, mission and unique school design. Teachers collaborate to mediate peer conflicts and communicate with parents regarding curriculum and assessment. Teachers also participate in ongoing professional development. In addition, teachers are an integral part of the governance structure and have the opportunity to participate actively in the school's decision-making process. All teachers are hired, evaluated and supervised by the Executive Director.

In their critical role at the school, teachers make a commitment to:

- Lifelong learning and continuous improvement
- Leadership of their class and collaboration with all learning partners
- A facilitative teaching style that develops students into independent learners
- Creating a safe and nurturing environment
- Maintaining high expectations and accountability for results
- Providing differentiated instruction – creating an environment where every student can succeed
- Ensuring students are growing and attaining grade level standards according to the California Common Core State Standards and the State Standards for History-Social Science and Science for California Public Schools

When applicable, teachers sign a statement affirming that they understand the employee return rights policy of the public school district from which they have been hired and acknowledge that any employee return rights will be governed by the policy of that particular district and not Odyssey Charter School.

Qualifications: Teaching experience in a constructivist, multiage/looping learning environment serving diverse student populations with a variety of learning styles and abilities or related

education. Valid California teaching credential, certificate or permit is required for core classroom teachers in accordance with Education Code Section 47605(1), No Child Left Behind qualified, graduate degree or National Board Certification preferred. Must have current certification in First Aid and CPR.

Classroom teachers who teach core subjects, English Language Arts, Math, Science, or History/Social Science, or teachers who teach in a self-contained classroom, consistent with charter school legislation, will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(1)).

Non-core subject teachers specialize in areas of enrichment such as Humanities, Art, Technology, and Physical Education. Odyssey will exercise the flexibility allowed within Education Code Section 47605(1) with regard to the staffing of non-core, non-college preparatory courses.

Odyssey will comply with applicable provisions of the No Child Left Behind Act for 'highly qualified' teachers.

Inclusion Specialist

The Inclusion Specialist reports to the Executive Director and works closely with the Assistant Director and the Special Education Coordinator to ensure special education services are in compliance with special education laws and related federal, state, and local regulations and the school's Charter. The Inclusion Specialist provides direct support to teachers on differentiation of curriculum, accommodations, and modifications for students with special needs. Some of the key responsibilities of the Inclusion Specialist may include:

- Provide direct instructional support to all students with an IEP
- Coordinate IEP processes and timelines, and Student Study Teams
- Maintain detailed student special education records and electronic databases for special education and all related paperwork.
- Provide direct services to special needs students individually and in small groups within the regular classroom environment
- Facilitate necessary accommodations for standardized testing, in accordance with the goals and objectives in each student's IEP.
- Communicate with special education students on a regular basis

Qualifications: Knowledgeable of federal, state, and local special education laws and regulations. Evidence of successful experience in teaching special education and teaching experience in a constructivist, multiage/looping learning environment serving diverse students with a variety of learning styles and abilities. Bachelor's degree required, graduate degree preferred. Must also hold a Mild to Moderate Special Education Credential from the Commission on Teacher Credentialing. Current certification in First Aid and CPR.

Paraprofessional Staff

Paraprofessional staff report to the Assistant Director and provide support for core and non-core classroom teachers and the Special Education Coordinator in a collaborative manner. Paraprofessionals also have the opportunity to apply their special interests and talents to enhance the educational program. They provide supervision on campus during recess and lunch breaks and facilitate drop-off and pick-up procedures.

Qualifications: Associates Degree or equivalent with an appropriate mix of related education and experience, as well as demonstrated ability to work successfully in a constructivist, multiage/looping learning environment of this type. Must have current certification in First Aid and CPR.

C. CREDENTIALS

All teacher candidates will be required to hold a valid California teaching credential which will be verified through the California Commission on Teaching Credentialing. The teachers credential authorization must meet state and NCLB requirements to teach the subject he/she is employed to teach. LACOE may inspect the credentials on file for core teachers at any time. These credentials shall be maintained on file at the Charter School.

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
100% of core teachers will hold a valid CA Teaching credential (E.C. §44258.9)	All core teacher candidates screened for employment will hold valid CA Teaching Credential; Business Manager will annually review credential status

D. PROFESSIONAL DEVELOPMENT

Odyssey has consistently dedicated resources to ensuring staff are highly qualified and trained to implement the vision and mission of academic excellence, social emotional wellbeing, and social responsibility. This is achieved by aligning professional development seminars and trainings to the school's vision, mission, curriculum, and instructional design. Professional development is essential to the continuous improvement of the educational program and structure of the school.

Professional development includes time for teacher collaboration and curriculum development over the course of ten days throughout the school year and summer. In addition, weekly staff meetings and grade level team meetings support the instructional program of the school. As part of the foundational educational practices at Odyssey, all teachers receive professional development in The Readers & Writers Project, Singapore Math, Contexts for Learning and The Responsive Classroom.

Odyssey is committed to student success and achievement, and annually dedicates a portion of its professional development activities to the analysis of STAR/CST performance data. Odyssey administrators and instructional staff work collaboratively to monitor, analyze, and synthesize multiple assessment and performance data sets, including STAR/CST reports, ILP data, and other teacher-developed metrics. This enables the school to identify schoolwide areas strength and opportunities for further analysis and growth. By identifying the strengths and opportunities for improvement, the school is able to devise tangible goals and action plans which directly influence instructional practice, and in turn positively affect school performance and students' academic growth and progress.

As Odyssey continues to build upon its successes, professional development efforts will focus on the ongoing study and analysis of STAR/CST data for the purpose of identifying areas of support for students and teachers. Furthermore, Odyssey will make considerable efforts to identify and participate in trainings and activities surrounding the effective implementation and assessment practices of the California Common Core State Standards.

ELEMENT F— HEALTH & SAFETY

Governing Law: “The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in section 44237.” Education Code Section 47605(b)(5)(F)

A. COMPREHENSIVE SAFE SCHOOL PLAN

The health and safety of students, staff, and visitors is of paramount importance at Odyssey. For this reason, the Governing Board has adopted a Comprehensive Safe School Plan which will be implemented by school staff along with related policies and regulations. The plan and stated regulations are incorporated in the Employee Handbook (enclosed as Appendix D) and Parent-Student Handbook (enclosed as Appendix E) which are also disseminated annually. The health and safety policies and procedures include, but are not limited to:

- Requirement of all enrolling students provide immunization documents to the extent required for enrollment in a public school. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- Requirement of all staff to have required inoculations upon employment.
- Requirement for all staff and volunteers who work directly with students to have a current negative TB result in accordance with Education Code Section 49406.
- Policies and procedures for school-wide training in response to natural disasters and other emergencies, including civil unrest, fires, earthquakes and related seismic safety.
- Training for staff related to preventing contact with blood-borne pathogens.
- Requirement for all instructional and administrative staff to receive and have on file current First Aid and CPR training.
- Identification of specific staff who will be trained in the administration of prescription drugs and other medicines.
- Identification of specific staff who will check for lice.
- A policy establishing the school as a drug, alcohol and tobacco free workplace.
- A description of safety provisions for auxiliary services such as food services and transportation.
- Fingerprinting and criminal background check shall be conducted prior to employment of every employee as required by Education Code Section 44237. Fingerprinting and criminal background checks may also be conducted on volunteers who work directly with students out of the direct supervision of a credentialed employee. Contractors shall be fingerprinted and receive criminal background clearance in accordance with Education Code Section 45125.1

- Health screenings, including vision, hearing, and scoliosis, shall be conducted in conformance with state law. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.
- Child Abuse and Neglect Reporting: Odyssey administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal Code Section 11164 Et. Seq, as well as any other applicable legal requirements.
- Odyssey facilities shall meet applicable federal, state and local building and safety codes and requirements, including, but not limited to, the Americans with Disabilities Act, AHERA, and playground safety in accordance with Education Code Section 47610.

In order to best serve our students and community, the Governing Board will review and refine these policies and procedures as needed to comply with updated legal provisions and laws. A full copy of the Odyssey Charter School Safe School Plan is enclosed in Appendix F.

ELEMENT G— MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE

Governing Law: “The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(5)(G)

Odyssey continues to implement a detailed outreach and recruitment plan to increase the racial/ethnic, socio-economic, and language diversity of its student body. Odyssey remains committed to achieving a racial/ethnic balance reflective of the general population of the neighboring community in which Odyssey is located, and strives to become more closely aligned to the demographics of the Pasadena Unified School District student body as well.

During our second rechartering, in 2009, Odyssey was charged with identifying additional strategies to ensure this critical element was adequately addressed. Since 2009, these efforts have yielded a positive increase in our diversity. Highlights include:

- The number of English Learner students has increased by nearly 400% from 8 in 2009/2010 to over 40 in 2012/2013
- Our Hispanic/Latino student population has increased by nearly 130% from 57 in 2009 to 139 in 2013
- Our population of Asian students has increased by 150% from 8 in 2009 to 21 in 2012

These results came from the use of the following outreach and recruitment strategies:

- Monthly enrollment tours offered in English & Spanish
- Informational presentations and material distribution at local nurseries and childcare facilities
- Distribution of English & Spanish language posters at local business and establishments
- Participating in community events where attendees had the chance to receive informational pamphlets about the school
- Annual mailing of several thousand postcards targeting local families with school aged children
- Ongoing maintenance of a Spanish language web presence via the Odyssey website
- Spanish language parent council meetings each trimester

The following table provides a snapshot of our enrollment demographics from 2009 through 2013, which numerically demonstrates the results of our outreach and recruitment efforts.

ODYSSEY CHARTER SCHOOL STUDENT ENROLLMENT (2009-2013)					
	2009/2010 Enrollment	2010/2011 Enrollment	2011/2012 Enrollment	2012/2013 Enrollment	2013/2014 Enrollment
Number of students	322	349	397	423	439
African American	34%	19%	20%	20%	16%
American Indian/ Alaska Native	1%	0%	2%	4%	4%
Asian	6%	3%	5%	5%	8%
Filipino	0%	0%	0%	2%	2%
Hispanic or Latino	26%	33%	26%	31%	31%
White (not Hispanic)	33%	32%	33%	38%	41%
Multiple or No Response		13%			
Socioeconomically Disadvantaged	30%	34%	31%	33%	
English Learners	1.5%	8%	8%	10%	5%
Students with Disabilities	6%	10%	10%	11%	9%

Odyssey continues to work diligently to ensure all interested families have a reasonable chance of enrolling. In 2012, a local neighborhood admission preference was awarded to families who attend or reside within the attendance boundary of Franklin Elementary School. This admission preference was established to continue working towards our goal of a student body that is both reflective of the general population and closer aligned to the demographics of the Pasadena Unified School District. Odyssey's administration and Governing Board will closely monitor this admission preference by reviewing and analyzing enrollment trends to determine whether it is yielding the desired results.

The following table provides a snapshot of the demographics of our surrounding community in comparison with those of both Pasadena Unified School District and Odyssey Charter School.

SCHOOL ENROLLMENT BY DETAILED LEVEL OF SCHOOL PUSD SERVICE AREA (CITY OF PASADENA, CITY OF SIERRA MADRE & ALTADENA)								
	Total Population	Total Population	PUSD Service Area Data		2012/2013 PUSD Data		12/13 Odyssey Enrollment	
			<i>All students (Nursery school through Grade 12)</i>	<i>All students (Nursery school through Grade 12)</i>	<i>All students (Nursery school through Grade 12)</i>	<i>All students (Nursery school through Grade 12)</i>	<i>All students (Kinder through Grade 8)</i>	<i>All students (Kinder through Grade 8)</i>
White	118,877	48.81%	21,655	42.46%	3,059	15.7%	161	38%
Black or African American	25,239	10.36%	5,176	10.15%	3,055	15.6%	85	20%
American Indian and Alaska Native	591	0.24%	197	0.39%	49	0.3%	17	4%
Asian	20,550	8.44%	2,251	4.41%	782	4.0%	21	5%
Native Hawaiian and Other Pacific Islander	368	0.15%	68	0.13%	361	1.8%	1	0.24%
Some Other Race	13,745	5.64%	3,316	6.50%	151	.8%	0	0%
Two Or More Races	6,124	2.51%	2,281	4.47%	514	2.6%	38	9%
Hispanic or Latino	58,033	23.83%	16,061	31.49%	11,569	59.2%	131	31%
Totals	243,527	100.00%	51,005	20.94%	19,540	100.00%	423	100.00%

Sources

U.S. Census Bureau, 2007-2011 American Community Survey 5-Year Estimates

California Department of Education, Education Demographics Unity, Enrollment by Ethnicity for 2012-2013

As Odyssey approaches years fifteen through twenty, the school remains committed to ensuring a diverse learning environment and the opportunity of a quality public education to all those interested. Outreach and recruitment strategies will be implemented, evaluated, and modified to ensure we continue attracting a diverse population with the end of ensuring we are reflective of the general population of the neighboring community in which Odyssey is located, and also more closely aligned with the demographics of Pasadena Unified School District student body as well.

To continue making strides in this area, the following timeline details some of the specific outreach and recruitment strategies which will be utilized.

OUTREACH & RECRUITMENT ACTIVITIES IN 2014-2015

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish
- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African American, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

OUTREACH & RECRUITMENT ACTIVITIES IN 2015-2016

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish
- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African America, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

OUTREACH & RECRUITMENT ACTIVITIES IN 2016-2017

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish
- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African America, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

OUTREACH & RECRUITMENT ACTIVITIES IN 2017-2018

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish
- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African America, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

OUTREACH & RECRUITMENT ACTIVITIES IN 2018-2019

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish

- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African America, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

OUTREACH & RECRUITMENT ACTIVITIES IN 2019-2020

- Annually revise and maintain English and Spanish Enrollment Tour Information packets
- Maintain a school website in both English and Spanish
- Conduct at least 8 enrollment tours at various days, times, and on weekends to maximize attendance opportunities for all interested families. All tours will be conducted in Spanish and English
- Mail a minimum of 3,000 postcards with upcoming tour dates to African America, Latino and Asian families in the community surrounding the school
- Maintain at least 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Conduct a minimum of 4 presentations to community based Latino and Asian American organizations. These organizations include Mothers' Club Learning Center, Villa Park Community Center, and Jackie Robinson Community Center among others.
- Odyssey will continue to hold a minimum of once a trimester Spanish speaking councils for parents to discuss issues and parenting, and to create an opportunity for community building
- Odyssey will support parents to maintain a Latino parent support group that meets on a self-determined schedule
- Personnel fluent in Spanish will be hired whenever possible

Annually, the efficacy of these strategies will be evaluated and modified as necessary to ensure we continue making progress in this key element.

ELEMENT H— ADMISSION REQUIREMENTS

Governing Law: “Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H)

Odyssey is committed to offering parents an alternative public school choice. As such, we aim to help parents make an informed decision about whether Odyssey is an appropriate option for their children and whether their family can support the school and its policies. Odyssey uses non-discriminatory processes and actively recruits a diverse student population from the communities it serves. Additionally, Odyssey will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure the child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The school’s admission policy follows our goal of ensuring the school attracts, retains, and graduates a diverse student body.

Enrollment in Odyssey Charter School will be open to any resident of the State of California. Kindergarten students must be at least five years old on or before September 1, 2014. Should Odyssey receive more applications for admission than it has capacity, a public random drawing (“lottery”) will be held, utilizing admissions preferences as enumerated below. The lottery is a public event which will be held each spring for enrollment in the fall term of the given year; the lottery will be conducted by the Director of Operations.

Application Process

All prospective parents must first complete the Application Process by attending a mandatory Enrollment Tour and returning the completed Application Form by the established open enrollment deadline. Odyssey’s Enrollment Tours for the following school year begin September 1st and continue through March 1st. Odyssey offers day tours, evening tours and weekend tours. This is the first step in the Application Process for new families.

The next step in the Application Process is the lottery, which is held, if necessary, at the close of the open enrollment period, and serves to determine admission to Odyssey. The lottery will be held by grade level. Existing students of the School who submit a timely Intent to Continue Enrollment Form will be guaranteed enrollment for the following year. Admissions preferences will be offered in the following order:

1. Children of current Odyssey employees (exempt from lottery)
2. Siblings of currently enrolled Odyssey students (exempt from lottery)
3. Students who are currently enrolled in or reside in the attendance area of the public elementary school where Odyssey is located (where at least 50% of the student population is eligible for free or reduced price meals) (up to 50% of remaining capacity in each grade)
4. All other students

The drawing, executed by grade level, will determine enrollment for the fall, and it will establish a waiting list, in the order in which applications are drawn, once all the openings are filled. If new openings occur during the school year, children will be enrolled, in order, from the waiting list. It is the responsibility of the families on the waiting list to inform the School of any changes in contact information. Families will be given 3 business days to respond to a phone call regarding an opening. If there is no response within 3 business days, the School will contact the next person on the waiting list. Once the waiting list is exhausted, if spaces remain, enrollment for the remainder of the school year will be on a first come, first served basis after completion of the Application Process, including the mandatory Enrollment Tour.

All admitted students will receive an Enrollment Form, which includes a list of required documents. The Enrollment Form must be returned to the School by the specified date or the child(ren) will forfeit enrollment for that school year. All required documents must be received by the established deadline(s) or the student will no longer be enrolled for the school year and the School will enroll the next student(s) on the waiting list.

In addition to the Enrollment Form, parents must sign the Parent/Student Agreement, which serves to (at a minimum):

1. Acknowledge they understand and value the School's vision and the distinctive characteristics of the educational program as described in the Charter; and agree to adhere to the School's policies and procedures
2. Affirm their commitment to actively participate in their child's education both at school and at home.
3. Acknowledge they have read and discussed the expectations as a family and agree to work together to achieve those expectations.

Unless the School office has been notified in advance, students who are not in attendance by noon on the first day of school will forfeit their enrollment and the next student on the appropriate Waiting List will be notified.

Transportation

Given that enrollment in Odyssey is a "parent choice," transportation to and from school will be the sole responsibility of the parent and will not be provided by Odyssey, except in specific cases where transportation may be otherwise mandated by law.

ELEMENT I— FINANCIAL PLANNING, REPORTING & ACCOUNTABILITY

Governing Law: “The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Education Code Section 47605(b)(5)(l)

A. FINANCIAL AUDIT

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required BY Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Guide.

Odyssey’s Governing Board will be responsible for commissioning the annual audit by an independent third party auditor who will report directly to the Governing Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE or other agency as the State Board of Education may direct, by the 15th of December of each year. The Executive Director, along with the audit committee, if appointed, will review any audit exceptions or deficiencies and report to the Charter School Governing Board with recommendations on how to resolve them. The Board will submit a report to LACOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of LACOE along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J— PUPIL SUSPENSION & EXPULSION

Governing Law: *“The procedures by which pupils can be suspended or expelled” Education Code Section 47605 (b)(5)(J)*

A. STUDENT DISCIPLINE

Student discipline at Odyssey is grounded in a positive and dialogue-based approach with the ultimate goal of self-discipline. Students are expected to behave in a respectful way toward their teachers, any adults, their classmates, and toward the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior.

Odyssey is committed to creating a safe and nurturing environment for every child. All staff are committed to helping students grow into healthy, happy, responsible adults; with the ultimate goal of every student possesses a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Discipline is used to discourage misbehavior and encourage students to make better choices in the future. All staff, parents, and volunteers work diligently to create a school culture that encourages students to take charge of their lives and manage their own learning. Everyone in the learning community will be equipped with conflict resolution techniques and problem-solving skills to help facilitate successful interactions with others. Students will be empowered to establish clear behavioral expectations and appropriate consequences within the community.

Odyssey’s student discipline guidelines are based upon a philosophy of respect, which entail:

- Respect for all human beings
- Respect for the guidance provided by teachers, staff, volunteers and parents
- Respect for all school and personal property
- Respect for our school community
- Respect for our neighbors
- Respect for the Earth and all living things

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY	ACTIONS TO ACHIEVE ANNUAL GOALS
Odyssey students and staff will adhere to the School Safe Plan	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
Odyssey staff and parents will offer various community building events and activities throughout the year	Students, staff, and parents will plan, attend, and participate in community building events

B. CLASSROOM MANAGEMENT

Through professional development activities and ongoing coaching, Odyssey teachers are empowered to take full responsibility for student discipline within their classroom. Using techniques of The Responsive Classroom (NEFC, 2007), each teacher collaborates with his/her students to develop a classroom management system appropriate for that age level to help students understand and integrate these guidelines and rules into their daily activities. The use of classroom expectations, logical consequences, and classroom routines serve as some of the foundational elements in Odyssey's classroom management.

Annually, schoolwide disciplinary guidelines and conflict resolution techniques will also be discussed.

C. PUPIL SUSPENSION AND EXPULSION POLICY

The aim of this Pupil Suspension and Expulsion Policy is to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all

students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook (enclosed as Appendix E) and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice is provided to all enrolled students and families via the Odyssey Charter School Parent/Student Handbook disseminated annually.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

D. SUSPENSION AND EXPULSION PROCESS

Grounds for Suspension and Expulsion

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a. while on school grounds;
- b. while going to or coming from school;
- c. during the lunch period, whether on or off the school campus; or
- d. during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance as defined in the Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by

a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- q. Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code Section 233(e). This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- u. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School
- 2. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to

have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School
 - b. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - 1. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.
 - 2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in

subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (a) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

The Executive Director, Assistant Director, or designee shall have the authority to suspend a student, according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardian

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, in person, or in writing. Whenever a student is suspended, the parent/guardian shall be notified in writing within three days of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the

suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

A student may be expelled by the Charter School Governing Board following a hearing before it.

5. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing by the Board to determine whether the student should be expelled. Unless postponed by the student for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
 - b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 - c. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
 - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
 - e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 - f. The right to inspect and obtain copies of all documents to be used at the hearing;
 - g. The opportunity to confront and question all witnesses who testify at the hearing;
 - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
- The Charter School may, upon a finding of good cause, determine that the disclosure of

either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Governing Board to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Governing Board shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Governing Board decides not to expel, the pupil shall immediately be returned to his/her educational program.

9. Written Notice to Expel

The Executive Director or designee, following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

10. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Governing Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

13. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

15. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

B. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

C. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- iii. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

D. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

E. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

F. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

G. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K— EMPLOYEE RETIREMENT SYSTEMS

Governing Law: “The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Education Code Section 47605(b)(5)(K)

Non-certificated Odyssey employees will participate in the federal social security system and the Public Employees’ Retirement System. All certificated employees will participate in the State Teachers’ Retirement System. The Executive Director will be responsible for ensuring appropriate arrangements for coverage are made.

ELEMENT L— PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: “The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who choose not to attend the Charter School may attend school within their school district of residence according to the school district’s policy or at another school district or school within the school district through the school district’s intra- and inter-district transfer policies.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in Odyssey, except to the extent that such a right is extended by the local education agency.

ELEMENT M— EMPLOYEE RETURN RIGHTS

Governing Law: “Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M)

No public school district employee shall be required to work at the Charter School. When an employee leaves a public school district or LACOE to work at Odyssey and subsequently chooses to return to that public school district or LACOE, the specific leave rights, return rights, and any other rights afforded the employee will be governed by the policy of that public school district or LACOE, including, but not limited to, whether the employee may carry over any unused sick/personal leave and/or earn service credit (tenure) in the district for the time worked at Odyssey.

ELEMENT N— DISPUTE RESOLUTION, OVERSIGHT, REPORTING & RENEWAL

Governing Law: “The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code Section 47605(b)(5)(N)

A. DISPUTE RESOLUTION BETWEEN ODYSSEY AND LACOE

The dispute resolution process for disputes between Odyssey and LACOE, pursuant to the LACOE policy on charter schools, is as follows:

1. Disputes between Odyssey and LACOE will first be expressed in writing by the complainant.
2. Disputes initiated by Odyssey shall be framed in writing and addressed to the LACOE Superintendent.
3. Disputes initiated by LACOE shall be framed in writing and addressed to the Odyssey Board.
4. The Superintendent shall meet with the Odyssey Board members to resolve the complaint.
5. The decision of the Superintendent of the Los Angeles County Office of Education shall be final

The dispute resolution provision does not apply to issues that may trigger the revocation process (as outlined in Education Code section 47607 including violations of law or charter, failure to meet pupil outcomes, or engaged in fiscal mismanagement.)

The Charter School and LACOE will be encouraged to attempt to resolve any disputes with LACOE amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and LACOE, Charter School staff, employees and Board members of the Charter School and LACOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the LACOE Superintendent and Executive Director of the Charter School. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind LACOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to LACOE’s ability to proceed with revocation in accordance with Education Code Section 47607. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code Section 47604.5, the matter will be addressed at the State Board of Education’s discretion in accordance with that provision of law and any regulations pertaining thereto.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and the Charter School.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that county and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

B. INTERNAL DISPUTE RESOLUTION

Odyssey's internal dispute resolution process for disputes between Odyssey and its stakeholder groups (parents, employees, students and community members) will be reviewed annually by the Governing Board and will embrace the use of conflict resolution techniques. Decisions regarding the process will be based on a goal that the procedures be seen as fair, specific and supported by the school community. The purpose of Odyssey's internal dispute resolution process is to have all members of the school community resolve conflicts within the structures of the school. Odyssey will implement the dispute resolution process described in the following steps and will provide all members of the school community with a copy of the same. Everyone in the school community will sign a statement acknowledging their intent to use the dispute resolution process in resolving conflicts. Parents will be advised to address external disputes to Odyssey as discussed herein.

Each member of the school community should first attempt to resolve the conflict with the person or persons directly involved or affected by the issue. The final school-level appeal is the Executive Director; the final level of appeal is the school's Governing Board. Intermediate levels of conflict resolution are outlined below.

Students

If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms

and on the playground through real-life situation, role-playing and/or discussions. The conflict resolution structure asks students to be responsible for their own choices and gives students various choices to act upon when in a conflict. These choices range from walking away from a situation, talking it over with his/her peer, actively listening to the other student(s), and/or reaching a consensus amongst the students. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Executive Director will facilitate a dispute resolution process.

Staff

If there is a conflict between staff and staff members are unsuccessful in resolving the conflict, the Executive Director will facilitate a formal mediation. If the conflict involves the Executive Director, staff will request a dispute resolution process through the personnel committee of the Governing Board.

Parent

If a parent has a conflict, the parent should contact the Executive Director for assistance in resolving the conflict. If the conflict involves the Executive Director, the parent should request a formal mediation through the personnel committee of the Governing Board.

Board Member

If a board member has a conflict, and the board member is unable to resolve it, the board member may request a dispute resolution process through the entire Governing Board.

Independent Contractor

If an independent contractor has a conflict, the individual should contact the Executive Director for assistance in resolving the conflict. If the conflict involves the Executive Director, the individual should request a dispute resolution process through the personnel committee of the Governing Board.

In the event that the Los Angeles County Board of Education receives a complaint directly regarding the school's operations, the LACOE agrees to refer said complaint to the Executive Director for resolution in accordance with the steps outlined above, unless otherwise prohibited by law (e.g. child abuse reporting).

C. TIMELINE FOR FINAL APPEAL TO ODYSSEY'S GOVERNING BOARD

The party initiating the appeal must submit a written request for Governing Board review to the board chair within (5) five business days of the final school-level decision. The Governing Board will hear the appeal at the next scheduled regular meeting, unless the board chair determines that the urgency of the issues necessitate that a special meeting be called to hear the appeal. All confidential issues will be heard in closed session, in accordance with the Brown Act.

D. OVERSIGHT AND REPORTING

LACOE shall perform all supervision and oversight obligations required by law. LACOE may only charge the charter school actual costs up to one percent of charter school revenues (as

described in Education Code Section 47613) to perform supervision and oversight since LACOE is not providing Odyssey with a substantially rent-free facility. LACOE's Board reserves the right to determine timelines, performance criteria, fiscal, and charter school-specific accountabilities. The content of annual school performance reports is contained in Element I of this charter.

E. UNIFORM COMPLIANT POLICY AND PROCEDURES

Odyssey Charter School has adopted this policy to address complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. In addition, the Charter School has adopted this procedure to address complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or complaints regarding unlawful student fees.

Scope

The Charter School's policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program, or regarding unlawful student fees.
3. The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the Complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any Complainant in the complaint process, including but not limited to a Complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the Complainant.

Compliance Officers

The Charter School Governing Board of Directors designates the following Compliance Officer to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
Odyssey Charter School
725 W Altadena Dr.
Altadena, CA 91001

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's Uniform Complaint Procedures to students, employees, parents/guardians, the Board of Directors, appropriate private officials or representatives, and other interested parties.

The Executive Director or designee shall make available copies of the Charter School's Uniform Complaint Procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the Complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the Complainant of the appeal process pursuant to Education Code Section 262.3, including the Complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
 - a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

- b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the Complainant agrees in writing to an extension of the timeline;
- c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the Complainant first obtains knowledge of the facts of the alleged discrimination;
- d. The Complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and
- e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Uniform Complaint Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance Officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the Complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the Compliance Officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a Complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the Compliance Officer may informally discuss with the Complainant the possibility of using mediation. If the Complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the Complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The Compliance Officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the Complainant and/or his/her representative to repeat the complaint orally.

The Complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A Complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

Step 4: Response

OPTION 1:

Unless extended by written agreement with the Complainant, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the Compliance Officer shall prepare and send to the Complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the Complainant is dissatisfied with the Compliance Officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Board hears the complaint, the Compliance Officer shall send the Board's decision to the Complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the Complainant.

Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the Complainant. The Charter School's decision shall be written in English and in the language of the Complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the Complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For discrimination complaints arising under state law, notice that the Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the Complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the Complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the Complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a Complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the Complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

ELEMENT O— PUBLIC SCHOOL EMPLOYER

Governing Law: “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.” Education Code Section 47605(b)(5)(O)

Odyssey Charter School shall be the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). OCS shall comply with the EERA.

ELEMENT P— SCHOOL CLOSURE PROCEDURES

Governing Law: “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(P)

Closure of the Charter School will be documented by official action of the Odyssey Governing Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Governing Board will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education (LACOE), the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Board will ensure the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and LACOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The Charter School will ask LACOE to store original records of Charter School students. All records of the Charter School shall be transferred to LACOE upon closure. If LACOE will not or cannot store the records, the Charter School shall work with them to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to LACOE promptly upon

its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from LACOE or LACOE property will be promptly returned upon Charter School closure to LACOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Governing Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ELEMENT Q— POTENTIAL EFFECT ON SPONSORING ENTITY

A. BUDGETS & FINANCIAL PLANS

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g)

Pursuant to Education Code Section 47604.33, Odyssey Charter School will provide any necessary financial statements to the Los Angeles County Office of Education (LACOE) and California Department of Education (CDE). Additionally, the following reports will be prepared and submitted to LACOE as required, in the required format and within timelines to be specified by LACOE each year.

- A projected five-year budget for 450 K-8 students (Enclosed as Appendix G)
- Cash flow and financial projections for the next five years of operation
- Report on Odyssey maintaining a reserve equivalent to that required by law for a school district of comparable size.

B. FINANCIAL PLAN REPORTING

OCS will annually prepare and submit to LACOE:

- On or before July 1st, a preliminary budget
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15th, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to LACOE, State Controller, State Department of Education and County Superintendent of Schools.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

C. ATTENDANCE

Odyssey will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Odyssey will provide to LACOE as required by law, and as requested, the following reports, including but not limited to the following: California Basic Educational Data System (CBEDS),

actual Average Daily Attendance reports, all financial reports required by Education Code Section 47604.33 and 47605(m) (as stated above), and the School Accountability Report Card (SARC).

The Charter School agrees to and submits to the right of the LACOE to make random visits and inspections in order to carry out its statutorily required oversight.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries of LACOE including, but not limited to, inquiries regarding its financial records from LACOE and the State Superintendent of Public Instruction.

D. FACILITY

Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

Odyssey does not anticipate any impact on the Los Angeles County Office of Education with regard to use of County facilities. A description of Odyssey’s facility is provided and the lease agreement is available upon request. The cost of the facility provided by the Pasadena Unified School District (“PUSD”) can be accommodated within the budget of Odyssey. The PUSD is responsible for ensuring that the facility provided to Odyssey by PUSD is compliant with all zoning, accessibility, fire marshal and health and safety requirements. A copy of the 2013 Facilities Lease Agreement is found in Appendix H.

Charter School Annual Goals & Actions to Achieve State Priorities

STATE PRIORITY #1- BASIC SERVICES	
<i>The degree to which school facilities are maintained in good repair (E.C. §17002(d))</i>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
Maintain a clean, and safe school facility in partnership with Pasadena Unified School District who serves as our facility lessor.	Annual and monthly facility inspections will screen for safety hazards

E. AUXILIARY SERVICES

Odyssey currently utilizes a third party vendor for its food services and the law firm of Young, Minney & Corr, LLP for its legal services. Odyssey does not anticipate needing any auxiliary services from LACOE during the term of the charter

F. ADMINISTRATIVE SERVICES:

Governing Law: “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

Odyssey anticipates providing its own administrative services or contracting with third parties as necessary. As set forth in Section 47613.7(a) of the Education Code, LACOE may charge for the actual costs of oversight to Odyssey, not to exceed 1% of the public revenue of the school as described by Education Code Section 47613. It is anticipated that these services might include the following in addition to those items contained in the LACOE Charter School regulations pertaining to monitoring and reporting (LACOE Administrative Regulation 6650R):

- Working with Odyssey to clarify and interpret the Charter and any amendments to the Charter.
- Monitoring performance and compliance with the Charter, including conducting site visits, reviewing performance reports and ongoing dialogue.
- Responding to requests to renew the Charter.
- Charter revocation processes, including hearing/investigating alleged violations and monitoring efforts to resolve the issue(s).
- Implementation of the dispute resolution process specified in Element N of this Charter.

LACOE services Odyssey Charter School may request for an additional fee include:

- Accounting
- Management reporting
- Payroll processing
- Accounts Payable/Warrant
- Annual auditing
- If available, other LACOE services Odyssey may request for an additional fee are:
- Fingerprinting and criminal record processing
- School police alarm monitoring
- Student information system
- Standardized test processing
- Staff development and training program

In the event Odyssey requests any of these services, the parties shall negotiate a separate Memorandum of Understanding or contract identifying the list of services and cost of providing same.

G. FISCAL

Enrollment projections and financial projections for the next three years will be included with the renewal charter budget. The Annual Report will include an update on the financial status of

the Charter School. It is not anticipated that Odyssey will cause any decline in the number of students served by LACOE.

H. RECORDS

All Odyssey records shall be open to inspection by LACOE except attorney-client privileged communications and employee personnel files. All confidential files shall be maintained in a locked filing cabinet to ensure that they are secure.

I. POTENTIAL CIVIL LIABILITIES

Governing Law: "Potential civil liability effects, if any, upon the school and upon the District." Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist LACOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other LACOE-requested protocol to ensure the LACOE and LACBE shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Governing Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Governing Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Governing Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

ELEMENT R— MISCELLANEOUS CLAUSES

A. TERM OF THE CHARTER

The term of this Charter shall begin on July 1, 2014 and expire on June 30, 2019.

B. MATERIAL REVISIONS TO THE CHARTER

This Charter may be materially revised only by the mutual consent of Odyssey and the County Board. Material revisions will be made pursuant to the standards, criteria and timelines in Education Code Sections 47607 and 47605.

C. COMMUNICATIONS

Communications with the school can be addressed to:

Odyssey Charter School
725 W. Altadena Drive
Altadena, CA 91001

Communications with the authorizer can be addressed to:

Los Angeles County Office of Education
Charter Schools Office
9300 Imperial Highway
Downey, CA 90242

D. COOPERATIVE RELATIONSHIPS

The County Board, LACOE, and Odyssey's Governing Board agree to work cooperatively to provide one another with timely and accurate information and/or signatures necessary to meet the obligations of the above parties. This may include, but not be limited to, memoranda of understanding with regard to fiscal operations and Special Education, required state and federal information requests, revolving loan fund application, requests for waivers, grant applications, etc.

E. CONFIDENTIALITY AGREEMENT

The Governing Board, Odyssey staff, independent contractors and Charter School volunteers will uphold all applicable laws and regulations and internal policies regarding confidentiality, including but not limited to, personnel issues, student records, student discipline and student achievement.

F. CONFLICTS OF INTEREST

Odyssey agrees to comply with the Political Reform Act and its implementing regulations. The Governing Board shall adopt a Board Conflict of Interest Code and board members shall complete and sign an annual Form 700 disclosure statement concerning possible conflicts of interest. The Conflict of Interest Code can be found in Appendix C.

G. FUNDING RELATED CLAUSES

Odyssey Charter School shall prepare and submit ADA, financial reports and annual budget as required by LACOE and the CDE. No long-term debt shall be acquired by the Odyssey without approval from LACOE. Odyssey Charter School shall receive funding based on funding model regulations adopted by the State Board of Education and computed by the California Department of Education. Odyssey finances will not be otherwise supplemented from LACOE funds. Only revenue from public sources may be deposited into the County Treasury.

H. SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter will remain in effect, unless mutually agreed otherwise by the Los Angeles County Board of Education and Odyssey. If any provision is determined to be unenforceable or invalid for any reason, Odyssey will make the necessary amendment(s) within a four-week time frame.

I. COSTS & EXPENSES RELATED TO THE CHARTER SCHOOL

Odyssey will be solely responsible for all its costs and expenses related to this Charter and operation of the school, including but not limited to, costs of insurance, reserves, staff and operations.

J. CONTRACTING RESTRICTIONS

Odyssey will have no authority to enter into contracts for or on behalf of the Los Angeles County Office of Education or County Board. Any contracts, purchase orders, or other documents, which are not approved or ratified by the Los Angeles County Board of Education, as required by law, including but not limited to, Education Code 39656, shall be unenforceable against the Los Angeles County Office of Education and shall be the sole responsibility of Odyssey. Odyssey shall require that the following language is included in any and all contracts entered into by those entities: "The school will have no authority to enter into contracts for or on behalf of the Los Angeles County Office of Education. Any contracts, purchase orders, or other documents, which are not approved or ratified by the Los Angeles County Board of Education, as required by law, including but not limited to, Education Code 39656, shall be

unenforceable against the Los Angeles County Office of Education and shall be the sole responsibility of Odyssey.”

K. INSURANCE OBLIGATIONS

Insurance Levels: Odyssey Charter School shall maintain insurance levels in accordance with Los Angeles County of Education’s standards and LACOE will be included as additional insured on the school’s insurance policies. Self-insurance reserves, if any, shall be maintained above and beyond Odyssey’s normal reserve level.

Endorsements: Odyssey shall furnish the County Superintendent with a copy of the general liability, automobile liability, directors and officer’s liability, workers’ compensation and employer’s liability, and loss payee endorsements. The endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf and shall specifically reference this Charter. The County Superintendent reserves the right to require complete, certified copies of all required insurance policies at any time.

Reporting Requirement: Odyssey will notify LACOE within ten working days of any claim filed against the school.

Bonding: Appropriate Odyssey employees shall be bonded to protect Odyssey.

L. INSPECTION OF RECORDS

With reasonable and appropriate notice, LACOE will have the right to, at any time during Odyssey’s normal business hours, inspect and receive copies of any and all records of Odyssey Charter School, including but not limited to: student records, credential records, and financial records.

Upon approval of the petition by the Los Angeles County Board of Education, Odyssey Charter School shall provide a written notice of that approval, including a copy of the charter petition as revised and approved and a copy of the approved LACOE board minutes to the California Department of Education and the State Board of Education.

APPENDIX A— STUDENT PERFORMANCE REPORTS

APPENDIX B— GOVERNING BOARD ROSTER, BIOGRAPHIES, BYLAWS & ARTICLES OF INCORPORATION

APPENDIX C— CONFLICT OF INTEREST CODE

APPENDIX D— ODYSSEY CHARTER SCHOOL EMPLOYEE HANDBOOK

APPENDIX E— ODYSSEY CHARTER SCHOOL PARENT/STUDENT HANDBOOK

APPENDIX F— ODYSSEY CHARTER SCHOOL SAFE SCHOOL PLAN

APPENDIX G— SCHOOL BUDGET & FINANCIAL PROJECTIONS

APPENDIX H—FACILITY LEASE AGREEMENT