



CHARTER RENEWAL PETITION

**Revised February 24, 2009 and submitted to the Los Angeles
County Office of Education**

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.

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.

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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, 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, K-8 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, effective July 1, 2009.

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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, **Lauren O'Neill**, hereby certify that the information submitted in this renewal petition for Odyssey Charter School, a California public charter school, to be located within the boundaries of the Pasadena Unified School District is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that 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)]
- 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)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- 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. 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. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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)]
- 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.
- 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)]
- 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)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- 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)
- 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)]
- Shall follow any and all other federal, state, and local laws and regulations that apply to the Odyssey Charter School including but not limited to:
 - The Odyssey Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Odyssey Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Odyssey Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - The Odyssey Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Odyssey Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - The Odyssey Charter School shall comply with the Public Records Act.
 - The Odyssey Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Odyssey Charter School shall comply with the Ralph M. Brown Act.
 - The Odyssey Charter School shall meet or exceed the legally required minimum of school days.

Lauren O'Neill, Lead Petitioner

Date

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).

I. 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

II. MISSION

The mission of OCS 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 primarily multi-age classrooms by creating an active and engaging learning environment based on 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 emotional well-being 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.

III. WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

Odyssey’s unique school design offers families in Pasadena and the surrounding communities a public school choice for grades K to 8 in a multi-faceted learning environment. Odyssey’s current demographics are 43% African American, 23% Latino, 30% Caucasian, 3% Asian and 1% other and 35% socio-economically disadvantaged. Odyssey’s current enrollment is 260 and there are currently 199 students on Odyssey’s waiting list. While we celebrate our ethnic diversity at Odyssey, the diversity of learning styles that are honored at Odyssey is what truly makes our program unique. Odyssey’s educational program embraces the individual and varied learning styles of all students and is tailored to meet the needs of those who learn best by “doing”, including but not limited to:

- Students who are high achieving, engaged, self-directed learners 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, multiage learning environment focusing on the individual needs of the whole child – academically, socially and emotionally.
- Students with special needs for whom a Modified Inclusion Model is deemed appropriate and would provide the least restrictive environment.
- English Language Learners who can benefit from Odyssey’s unique school design.

Parents who are considering enrolling their child at Odyssey will be required to attend one of a series of school tours and parent orientations prior to completing the enrollment process to assist them in evaluating whether the school’s educational program is an appropriate option for their child’s learning style and the needs of the family. Tours and orientations will be scheduled in such a way as to accommodate the availability of parents to every extent possible.

IV. AN “EDUCATED PERSON” IN THE 21ST CENTURY

Odyssey’s unique school design enables students to become self-motivated, competent, lifelong learners who demonstrate academic excellence, emotional well-being and social responsibility in a changing world. We believe using Odyssey’s three distinct learning components an educated person in the 21st century should have the following characteristics and skills:

- **Academic excellence** is measured by one’s ability to think critically and apply knowledge and vision to new tasks and challenges.
- **Emotional well-being** comes with the understanding and respect for oneself and the views and beliefs of others.
- **Social responsibility** involves an individual’s ability to perceive social needs and global concerns and apply leadership and problem solving skills to achieve positive change in their world.

V. HOW LEARNING BEST OCCURS

A. Research Base

Odyssey’s unique school design draws upon solid research-based learning theories and thoroughly developed classroom methodologies as the foundation for our educational program. To ensure that Odyssey students develop academic excellence, emotional well-being and social responsibility, our research-based curriculum and instruction integrate each of these components to provide the best learning environment to meet our goals of students becoming self motivated, competent, life long learners. This curriculum is strongly aligned to Odyssey’s mission and the student performance standards described in Elements B and C.

i. Multiage Groupings Research

Lev Vygotsky, Jean Piaget, and Jerome Bruner have emphasized cognitive development as being intimately linked to the brain's construction of knowledge within a social context. Their work has been instrumental in providing a foundation

for multiage grouping that support educational environments with two or more grades which allow students the flexibility to progress at their own pace along a continuum of learning. 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. This method of instruction addresses the needs of students who enroll at Odyssey below grade level, allowing for strategic planning to bring individuals to proficiency and providing those at or above grade level an opportunity greater challenge and further academic growth. By using multiage classrooms, we are not limited to age or grade-specific instruction; instead, individual students can work through course work at their own pace within the multiage grouping.

ii. Constructivist Learning Theory

According to the *Thesaurus of ERIC Descriptors* (Houston, 1995), constructivism is a "viewpoint in learning theory which holds that individuals acquire knowledge by building it from innate capabilities interacting with the environment" (p. 64). Constructivist theory suggests that as students learn, they do not simply memorize or adopt others' conceptions of reality; instead, they create their own meaning and understanding. Odyssey's interdisciplinary, experiential-based school design acknowledges that learning best occurs when the students derive their own understanding through learning experiences.

iii. Workshop Format

The workshop format provides a structured and predictable place where teachers are viewed as mentors and models. In a workshop, student artists, writers, readers, mathematicians, etc. 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. The workshop may include self-reflection, projects or presentation of accomplishments.

iv. Theory of Multiple Intelligences

This Theory acknowledges, “It’s not how smart you are it’s how you are smart,” and identifies the different ways to be smart. Although schools typically emphasize the development of language and logical skills, research on learning (Gardner, 1983, 1993) suggests humans possess at least seven types of intelligence, each to varying degrees. One person may exhibit exceptional talent for hearing and reproducing music (musical intelligence), while another may be particularly sensitive to the moods and motivations of others (interpersonal intelligence). To access students' prior knowledge, abilities and skills, teachers should use a variety of approaches to both instruction and assessment. (Gardner, 1993; Viadero, 1994) This theory supports Odyssey Charter School's commitment to establishing a learning environment, learning process and an educational program that honors individual learning styles and abilities.

v. Social Emotional Intelligence

Social emotional learning provides the platform for learning, the development of self-reflection and effective problem solving. It describes our 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 and other environments. Ultimately, it creates a fundamental shift in the structure of the school toward collaboration, inclusion, and humanism.

vi. **California Academic Content Standards**

California Academic Content Standards provide grade-level benchmarks and instructional content for curriculum.

vii. **Parental Involvement**

Parental involvement at Odyssey is critical to the success of students as well as to the success of the school as a whole. Parents bring with them a substantial body of experience, skills and talents that enrich the school and the learning experience of each child. It has been Odyssey's privilege to benefit from the collective wealth of its parents' experience during the first ten years of the school's Charter and Odyssey's goal is to expand the involvement of parents and other family members over the next five years. See Appendix A for data on Parental Involvement.

It is understood that the level to which any one parent or family can be involved at Odyssey will vary greatly from person to person and family to family. Therefore, parents are encouraged to participate at the level that they are able to be involved. Parents are given the following guidelines as they consider their involvement in their child's education and the overall success of the school:

- Ensure that your child arrives at school on time and ready to learn.
- Provide a nutritious lunch or arrange for school lunches.
- Provide adequate time, effort and support for your child to complete all school work to the best of your ability.
- Treat everyone with kindness, courtesy and respect at all times and expect it in return.
- Partner with your child and teacher to construct an Individual Learning Plan for your child.
- Advocate for yourself and your child and represent your family's priorities and values.
- Communicate with your child's teacher and school administration on a regular basis.
- Ask for help when you need it.
- Actively participate in the school's dispute resolution process to work out issues or conflicts.
- Ask your child about school on a regular basis.
- Work with the teacher and student to strengthen the educational school-to-home connection.
- Read and understand the distinctive characteristics of Odyssey's vision, mission and unique school design.
- Read and understand all of Odyssey's policies and procedures which will be included in the Student and Parent Handbook.

- Consider participating in additional ways in Odyssey’s community to benefit your child and others.

viii. **Attendance**

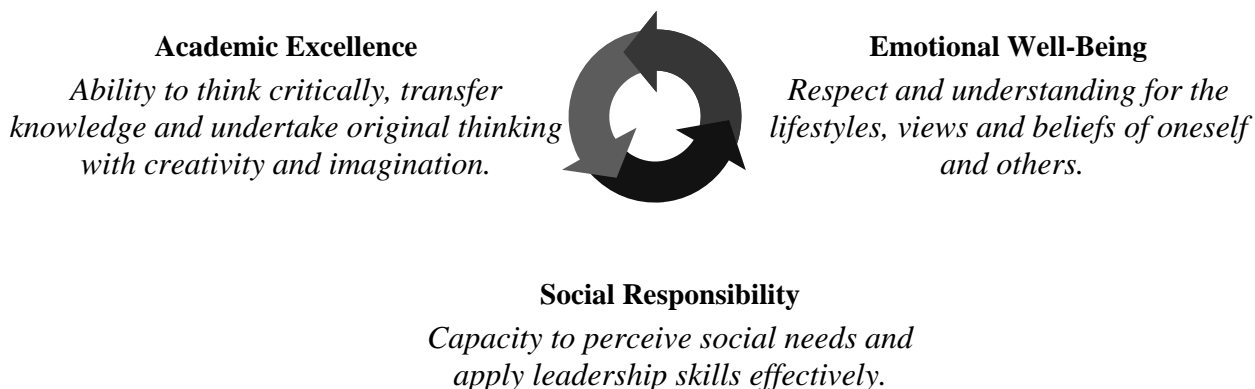
Odyssey knows that school attendance is a critical part of achieving success with this educational model. Throughout the past 5 years, Odyssey has worked diligently in increasing its Average Daily Attendance through an engaging curriculum, staff intervention, on-going parent communication, and attendance incentives. Consequently, we have noted measured improvement throughout the years. In 2004-2005 our average ADA was 92%, 2005-2006 it was 92%, 2006-2007 it was 95% and 2007-2008 it was 95%. Odyssey will continue to give attention to our ADA, and is committed to further growth and improvement.

B. Odyssey’s Unique Learning Components

The following describe the school’s unique design that reflects how Odyssey believes learning best occurs. They are consistent with the school’s vision, mission and target population and will be carefully aligned to the student performance standards and assessments described in Elements B and C of the Charter.

Odyssey’s unique school design has three interdependent learning components specifically intended to develop independent, self-motivated, competent lifelong learners, who are capable of transferring knowledge and skills, and possess the ability to think critically (Academic Excellence). In addition, the schools design components develop character through a global understanding and universal respect for the lifestyles, views and beliefs of others (Emotional Well-Being), and leaders with the capacity to perceive needs and apply leadership skills effectively (Social Responsibility).

Below is a picture of the three fully integrated and mutually enriching learning components, followed by a more detailed description, including the type of curriculum and instruction that will be incorporated within each element to ensure that students become life-learners and develop social and emotional well-being:



i. Academic Excellence

Odyssey offers a curriculum based in four major content areas: English/language arts, mathematics, science, and history/social science. Non-core subject matter includes study of the humanities and physical education. A workshop-based approach provides opportunities to integrate multiple content areas and for teachers to be responsive to student interests as

another means to address state standards and achieve learning outcomes. All areas of study are developed in alignment with multiage and constructivist and workshop considerations.

ii. **Emotional Well-Being**

Odyssey equips students' with the principles that embrace a global understanding and universal respect for lifestyles, views and beliefs of others. Within the emotional well being component, students are taught to resolve conflicts peacefully. This is accomplished through relationship building and by providing students with the skills and knowledge they need to help them lead caring, responsible, and productive lives. All classrooms facilitate conflict resolution techniques as a means to solve problems that arise with and between students and the staff.

iii. **Social Responsibility**

By accessing resources in the community, OCS provides opportunities for ongoing civic engagement and leadership. This increases the students' understanding of ways to contribute to society. Students collaborate with parents, the community, and teachers to create innovative ways to apply their knowledge in a real-world context. Students will begin to discover the answer to the persistent question of: What is my role in both my immediate and the global community?

VI. CURRICULUM INSTRUCTION AND DESIGN

Odyssey follows the state framework for all core curriculums. Adhering to this framework is the most direct strategy to help students develop competence in skills and mastery of the state content standards for each grade level. Additionally, curriculum is taught strategically in a sequential manner to ensure that 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 development, the core curricular areas assessments are administered frequently-at the beginning of a unit of study, throughout the unit of study and at the end of the unit of study- measuring student progress toward mastery of the standards and to inform teacher instructional methods and intervention strategies. Those student performance standards and assessments are described in Elements B and C. See Appendix B for a detailed description of Odyssey's Curriculum Guide.

Essential to our 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 the prior knowledge of the learner
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies for those students who are not progressing toward the standards.
- Engage in accountable talk 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 statement

The foundation for Odyssey's instructional program is grounded in our setting of a multiage and collaborative learning environment. This supports our curriculum program by providing an interactive workshop based approach, which engages students at a deeper level of interest.

C. Multiage Learning Environment

Odyssey groups students' in a range of up to two grade levels. The practice of teaching students of different ages and ability levels together in the same classroom allows students to progress along a continuum of simple through more complex material at their own rates. This method obviates the stigma that is inevitable when a student is either working below or above grade level. Students will typically stay with the same 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 also provides an efficient continuum of experience that boosts achievement, learning and emotional well-being. This approach benefits teachers as well, giving them more time to get to know students, to know their needs, and to use longer-term strategies to effectively teach to those needs. The benefits of a multiage setting include:

- Teachers are able to be more responsive to individual developmental stages, ability and interests
- Different levels of ability, development, and learning styles are expected, accepted, respected, and used to design curriculum and related activities
- The environment allows students to 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 well-being
- 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.

D. Collaborative Learning Environment

A collaborative learning environment declares that *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 must 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:

- Multi-cultural, student-centered environment in which all students will be 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 that 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.

E. Academic Excellence Component

Literacy Curriculum Overview

Odyssey implements a balanced literacy approach to instruction in English/Language Arts. A balanced literacy program includes read alouds (reading to students), shared reading (reading with students), guided reading (reading in small groups), independent reading (reading by students), literature circles/book clubs, shared/interactive writing, and independent writing, word study (phonemic awareness). Included is a conference approach, between student and teacher and between peers, to the learning of reading and writing. The intent is to understand a learner’s individual abilities and misconceptions in these areas in order to provide instruction towards meeting grade level standards. Odyssey also recognizes that literature is a necessary component in any balanced literacy program. Therefore, Odyssey provides ample high quality classroom libraries for student use and teacher instruction. Literacy curriculum is congruous with the English Language Arts California state standards.

Odyssey teachers implement a comprehensive balanced approach to literacy, allocating a block of 2 hours and 45 minutes daily for each primary classroom (kindergarten-grade 3). In grades four through eight, literacy is allocated two hours per day. The balanced literacy program is composed of Reading Workshop, Writing Workshop, Instruction for Phonics, Vocabulary, and Spelling. For those students receiving intervention, additional time is allocated in the afternoons, after school or at home in the area of literacy.

1. Reader’s Workshop

Odyssey utilizes Teachers College Reading and Writing Project (TCRWP), Columbia University, to support expert literacy instruction through research, collaboration, and professional development. The Reader’s Workshop approach consistently incorporates multiple instructional methods to ensure students are proficient in the critical area of reading. Odyssey recognizes the importance of laying the foundation for literacy development for all students. In the Reader’s Workshop, teachers provide direct and explicit-strategy instruction balanced with independent reading time. These structures and methods remain mostly consistent across the school year and from kindergarten through 8th grade because they are effective teaching practices that can be adapted to the instructional level described in the content standards. Odyssey strives for all students to develop a love of reading and become readers for life by fostering an ongoing pursuit of knowledge. Odyssey recognizes the importance of providing opportunities for independence, and the value of clear and high expectations. This love is developed through our consistent approach in the Reader’s

Workshop across the grade levels. Specific elements and detailed strategies employed during Reader’s Workshop are outlined in the curriculum guide. (Appendix B).

2. Writer’s Workshop

Odyssey utilizes Teachers College Reading and Writing Project (TCRWP), Columbia University, to support expert literacy instruction through research, collaboration, and professional development. Lucy Calkins “Units of Study” are implemented in the Writer’s Workshop as specific, effective strategies for the teaching of writing. The Writer’s Workshop instructional model engages students in learning the craft of writing. The development of individual writing styles and understanding of formal conventions of the English language are both addressed in this model. This model is a sequential approach where the students progress through the stages of the writing process (prewriting, drafting, revising, editing, and publishing). There are specific units of study for each grade-level, to guide instruction and the teaching of multiple genres of writing and strategies inherent in composing effective writing. Specific elements and detailed strategies employed during Writer’s Workshop are outlined in the Curriculum Guide (Appendix B).

3. Word Study

The instructional strategy Odyssey teachers employ to develop phonics, vocabulary, and spelling ability among students is a process called “Word Study”. 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 daily as part of the designated literacy instruction time block and are embedded throughout the balanced literacy program. Both heterogeneous and homogenous groupings are structured so that students receive instruction at both individual and grade levels. Student performance on a standardized spelling assessment guides teachers in evaluating student progress through each developmental stage. These stages are as follows: emergent, letter name-alphabetic, within word pattern, syllables and affixes, and derivational relations. Specific elements and detailed strategies employed for word Study during Writer’s Workshop are outlined in the Curriculum Guide (Appendix B).

Mathematics Curriculum Overview

Key features in Odyssey’s approach to the teaching of mathematics include problem solving for everyday situations, developing readiness through hands-on activities, establishing links between past mathematical experiences and explorations of new concepts, sharing of ideas through discussion, cooperative learning through partner and small group activities, practice through games, ongoing assessment, and a home-school partnership. California Content Standards in the area of Mathematics for the grade levels served will guide content addressed. Teachers create a ‘math workshop’ environment where students receive instruction from the teacher in small groups and have ample time to work independently on refining their basic skills such as addition, subtraction, multiplication and division. Odyssey will continue to provide mathematics instruction for at least 60 minutes every day. The Everyday Mathematics and Mathscape Mathematics programs provide the structure and framework of Odyssey’s Math Curriculum.

1. Everyday Mathematics

Odyssey Charter School utilizes Everyday Math as the nucleus of its mathematics program in kindergarten through fifth grade. Supplemental curriculum to enrich the Everyday Math program is listed in the Curriculum Guide (Appendix B).

Our teachers engage students with math applications in small (8-10 students) grade-level groupings. Throughout small group instruction the teacher uses various learning techniques to engage different types of learners. The teacher uses “manipulatives” to help the students go from abstract to concrete thinking and understanding. Additionally, small white lapboards are used during small group instruction to engage with the students in an interactive math group. This enables both the teacher and the students to quickly monitor their understanding of the mathematical concept and re-teach as necessary. The teachers engage the students in discussions about mathematics. During the lesson students engage in hands-on practice while the teacher circulates around the small groups interacting with the students, checking for understanding, and re-teaches the concept when necessary. The content covered corresponds with the grade level standards and the specific activities used to address the standards are multi-leveled.

2. Mathscape Mathematics

Odyssey utilizes Mathscape Math as the nucleus of its mathematics program in grades six through eight. This curriculum gives student’s concentrated practice in basic skills while continuing to deepen their critical thinking skills. All middle school students have a minimum of 90 minutes math instruction each day, and for those students who need additional instructional time, a one hour block of math time is provided during the extended day program. The middle school math curriculum will continue to fulfill the necessary components of mathematics as set forth by the California Framework. Direct, systematic instruction in arithmetic, pre-algebra, geometry, and algebra are covered. Odyssey will continue to offer the required algebra course for eighth grade students to ensure advanced mathematics courses are taken in high school. The instructional approach is systematic so that there is coherent understanding to the ascending levels of math.

History/Social Science

The California History Social Science Framework delineates three “Goals and Curriculum Strands” that bridge the grade levels K-12: **Goal of Knowledge and Cultural Understanding, Goal of Democratic Understanding and Civic Values, and Goal of Skills Attainment and Social Participation.** At each grade level these strands are represented by state standards. At the K-5 level, teachers use real literature and primary sources to teach and to inform understanding of the grade level standards and at the 6-8 grade level they use textbooks as resources, real literature, critical essays, and primary sources to inform understanding at teach the grade-specific standards. The specific strategies and teaching methods employed to ensure that our students meet these goals and objectives are outlined in the OCS Curriculum Guide (Appendix B).

Science

Odyssey believes that science is an active, thinking-focused enterprise. We believe that scientific knowledge advances when learners observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into an established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). Odyssey contends that the best way for students to appreciate the scientific enterprise, to learn the essential and necessary scientific concepts, and to develop the ability to improve scientific thinking is to actively construct ideas through their own inquiries, investigations, and analyses.

Since its initial charter was granted, Odyssey has implemented FOSS (Full Option Science System) kits for science instruction in grades K-8. FOSS' philosophy is aligned with that of Odyssey, with the understanding that learning is an active process and that science is therefore best learned "by doing." The FOSS program is a long-term science curriculum that spans over the grades and helps students learn new concepts and develop new skills each year, while building on the fundamental skills and knowledge acquired from previous exploration and experimentation. It is designed around and in accordance with the California State Science Content Standards and Science Framework, ensuring that all students have a rich experience in science.

Odyssey's Science program continues to grow and expand, with yearly scheduled field research programs and hands-on field trips, from local outings to JPL and the California Science Center to intensive 3-day interactive geology studies and research in Grand Canyon, AZ. Odyssey is committed to continued development and improvement of its science program with the help and collaboration staff, parents, and partnering with state and local scientific community organizations. Specific implementation strategies for our science curriculum are outlined in the OCS Curriculum Guide (Appendix B).

Humanities/Visual Literacy

Odyssey art education has grown into a school-wide, K-8 arts program, which implements standards-based visual arts instruction and Art Studio classes, as well as weekly music classes in music theory, chorale, and instrumentation.

Instruction and exposure to a variety of arts disciplines are vital to a child's education, providing a common core of knowledge that helps students appreciate and understand history and cultures, develop critical and creative thinking, and aids them in problem-solving and self-esteem. Methods of arts instruction are based on experiential, reflective, child centered activities. Students are challenged to understand the language, history and context of the visual arts and to link art with larger social and historical developments. We invite students to explore the power and impact of the visual image as a new language. They analyze the work of various artists, evaluate the message and impact of those works and understand how those works built upon, or were counter to, the philosophical and artistic ideas prevalent at the time the art was created.

Odyssey's Arts Program continues to be sound and successful, with the support and direction of an established OCS Arts Committee, a parent-initiated oversight committee which allows for parent and staff collaboration to guide arts instruction at Odyssey.

Technology

Odyssey recognizes that technology is an integral part of our world today and computers and other technology should not be viewed as add-ons but as tools that are a vital part of a child's learning experience. Odyssey utilizes technology as a learning tool to help students find, evaluate, organize, synthesize, and communicate information. Technology at Odyssey enriches our workshop-based approach, supports in-class learning, and is an essential tool for teaching information literacy, critical thinking, independent and life-long learning and social responsibility.

Computers are the perfect tool for engaging students as self-directed learners and problem solvers. Technology also has the ability to empower students by offering them access to real data and authentic problems to work through. With the enormous amount of available

information today, OCS recognizes it is imperative that students learn how to be information managers rather than an information collector.

In 2007, Odyssey received \$200,000 in grants to have a fully operational computer lab, and a full time computer and technology instructor. Students have daily access to the lab for research and to access educational software for core academics, and have specific computer classes offered weekly, with units ranging from typing to graphic design and creating websites. In the lab, students go through every step in the research process. They start by learning good strategies for finding the information they need online. Next they organize their data using the mind-mapping software **Inspiration**. Finally they put it all together in a **PowerPoint** presentation or webpage which they present to their classmates and potentially to the rest of the world. While doing computer programming using the **Scratch** language (developed by MIT,) students become active problem solvers. In the debugging process they use logical thinking and trial and error to become more than just a user of technology but a director of it.

Odyssey has recently created a student online community. Each student has their own blog for posting their own multimedia work and in-class writing samples and publications. Students can also join online discussions led by teachers or other students.

To connect with our larger mission, 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.

F. Emotional Well-Being Component

1. Fitness and Wellness

Throughout Odyssey's ten years, we have dedicated resources to ensuring students receive adequate physical fitness. For the past three years (with the support of our parent body) Odyssey has expanded our Wellness component by implementing a Harvest of the Month program that teaches children about California grown fruits and vegetables, is linked with California state educational standards, gives nutrition information, and is a hands on program. Studies indicate that early education in the fundamentals of nutrition and physical fitness are beneficial. Odyssey recognizes that physical wellness directly impacts learning and students' emotional well being, which are both key elements of our Charter. Physical wellness encompasses nutrition education (our Harvest of the Month Program), promotion of and access to healthy nutritious food during the school day, and adequate physical activity. In addition, Fitness and Wellness teaches early prevention of lifestyle related health issues.

Odyssey will continue to be proactive in promoting fundamental health awareness early on, and establishing exercise habits that are a vital part of emotional and social well-being which are both central to our charter.

2. Advisory

In the 2004-2005 school year, Odyssey created "Advisory Groups" for our middle school students (6th-8th) to support their academics, stages of development, and their social and emotional growth. They meet daily in gender specific small groups providing mentoring, relationship building opportunities and academic support. Advisory creates a personalized

school environment that allows students to learn more about themselves and each other, and develops an atmosphere of trust and support between teachers and peers. Odyssey attributes the reduction of disciplinary issues and a portion of our API growth to the implementation of Advisory groups for our middle school students.

It is our intention to continue support and nurture middle school students as they deal with the social, physical, and emotional factors during this developmental stage of their lives. We will continue to offer Advisory as a means to guide our students through early adolescence through the intervention strategies of year-long team building activities and opportunities for peer mentoring.

3. Conflict Resolution

In the 2004-2005 school year, Odyssey staff received training on conflict resolution strategies that continue to grow and thrive in our community. All Odyssey students are taught to resolve conflicts peacefully. All classrooms will facilitate conflict resolution techniques as a means to solve problems that arise with and between students and the staff. Odyssey implements a Peace Path at the K-3 level and a Peer Mediation Program at the 4th-8th grade level.

Peace Path

K-3 students are taught to resolve their conflicts through asking three questions to each other and finding a solution:

- “What’s wrong?”
- “How do you feel?”
- “How will we solve this problem?”
- Negotiate a Solution

Peer Mediation

Peer mediation is a demonstrably effective youth leadership model. In peer mediation programs, trained students help other students to resolve their differences when a conflict is brewing or has already occurred.

Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.

G. Social Responsibility Component

Odyssey defines social responsibility as an individuals’ ability to perceive social needs and global concerns and to apply leadership and problem-solving skills to achieve positive change in their world. Throughout our existence, Odyssey has always held firm to the belief that social responsibility helps students understand that behaving ethically and increasing awareness and sensitivity toward social, cultural, and environmental issues can allow for a positive contribution to society.

Over the past several years, Odyssey has made significant efforts to increase our community outreach, and to create opportunities for students to engage in service on a local and global level. Through our yearly implementation school-wide service learning projects, Odyssey students dialogue, research, learn, and seek opportunities to engage in and develop real-world

understandings on a global level. Instructional activities take place in the classroom setting, including indoor and outdoor environments, and in the community at various neighboring public facilities and community partners. These include but are not limited to local public libraries and recreational and civic centers. By accessing resources in the community, Odyssey continues to be a “Classroom Without Walls,” providing opportunities for ongoing civic engagement and increasing the students understanding of their contribution to society. The Classroom Without Walls component, however, is not only about bringing our students out into the community, it is also about bringing the community to our students, and establishing a continuum of learning throughout each child’s day through partnering with parents, teachers, and the community.

Odyssey continues to support and empower students through collaboration with parents, volunteers and staff to create innovative ways to connect with the broader community and apply their knowledge in a real-world context, in order to answer the driving question: What is my role in both my immediate and the global community? Odyssey’s commitment to our Social Responsibility Component will continue to help students:

- Understand the relevance of what they are learning in school and apply the knowledge and skills to the world outside the school.
- Remember and use the content information and skills that they learn in class.
- Have an improved understanding of their role as citizens in a democratic society.
- Understand that every community has needs that are often unmet and learn how to identify and support those needs.
- Develop an ethic of providing service to others and to their community.
- Understand that working with other people as a team is often an effective way of addressing issues and solving community problems.
- Reflect on their experiences and on the effect of those experiences on the lives of people served or on their own lives.

VII. 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-performing students. Odyssey identifies students’ performing below grade level through the results of their Individualized Learning Plan (ILP) folders that include: CST assessment, progress monitoring and diagnostic assessments, authentic assessments, and student work products. Faculty identifies students’ struggling to stay at grade level throughout the year by on-going assessments and monitoring their Individualized Learning Plan (ILP).

Odyssey offers the full range of intervention strategies possible to all students in need of intervention. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to the second level of intervention.

Level 1

- Additional instructional time

- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

Level 2

- Students not progressing with Level 1 strategies are moved into Level 2 strategies.
- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

Level 3

- Formal SST held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

Student Study Team: Odyssey Charter School recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student to Special Education Services. The school may have a Student Study Team (SST) consisting of all or some of the following; the child's teacher, the parent, inclusion specialist, psychologist, and Executive Director. The purpose of the team is to meet and to assist the child rather than immediately placing him or her in Special Education. It is the intent of the SST to act as a resource when intervention assistance is sought. The SST may suggest regular program interventions and/or support services available to all students. See Appendix C for Student Study Team Plan and Process.

VIII. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing students. In order to provide programs and curriculum for academically high achieving students Odyssey offers a continuum of approaches and options that can meet a wide range of abilities, interests and learning styles. Odyssey's multiage environment, block scheduling, advisory periods and workshop-based approach will assist high achievers 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 will be 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.

IX. PLAN FOR ENGLISH LEARNERS

English Learners will have full access to Odyssey's educational program. Odyssey is

committed to assisting EL students in successfully achieving English language proficiency at the fastest possible rate. Odyssey employs a systematic and strategic approach for strengthening and accelerating the academic achievement of English Learners (EL) so they can successfully acquire the English language and transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP).

Odyssey will use the California English Language Development Standards as a guide to ensure that all students move toward full fluency in English. Specifically, Odyssey will provide English Learners a Sheltered English Immersion Program. Under this program, students are enrolled in a regular class and receive core instruction in order to reach English fluency. Odyssey will utilize “Moving Into English” as its core ELD curriculum to support English Learners. All instruction will be relevant to skills and content presented in other content areas, with particular emphasis to language arts. Instruction will focus on non-transferable skills, functional vocabulary, and pre-teaching information that will support the students throughout the school day. Odyssey will hire CLAD certified, experienced teachers to work with EL students and/or to train teachers to serve these students appropriately. Odyssey’s goal is to ensure a quality EL instructional program that enables our EL students to attain English proficiency, achievement in all academic subject areas, and to have full access to the range of educational opportunities that OCS envisions for all of its students.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test (CELDT) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Based on the CELDT results, Odyssey will determine which students are English Learners. Odyssey will use annual CELDT data, teacher assessments, writing samples, and CST scores in ELA to determine EL student levels and reclassify English Learners as English proficient when appropriate. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including but not limited to the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery
- 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 school's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Odyssey will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies

To ensure that our EL students are able to fully participate in the school's Academic Excellence component while transitioning to Fluent English Proficient, various strategies will be employed including immersion and sheltered English. Odyssey recognizes that EL students are entitled to participate in regular education and are entitled to related instructional materials and supplies. To ensure that the school effectively assists EL students in a successful transition from LEP to FEP status, Odyssey will:

- Maintain English Language Development (ELD) folders for each student to ensure monitoring of benchmark growth of at least 1 ELD level each academic year. Each ELD student will have a folder containing, their CELDT scores, English Language Development Standards (per their level), writing sample to determine their progress and their "Moving Into English" unit reviews and assessments. Yearly, teachers will track students ELD progress through their ELD folders to determine when a student is ready to re-take the CELDT in order to be re-designated as R-FEP.
- Support English learners in the classroom by placing students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its state recognized equivalent.
- Seek to offer services in the home language (as appropriate) while students are transitioning to English language proficiency.
- Make ongoing professional development opportunities available to all teachers focused on research and best practices in second language acquisition so they become skilled in meeting the needs of EL students.
- Ensure that instructional materials for EL students and curriculum frameworks and standards are aligned.
- Carefully monitors the progress of EL students by using the California English

Language Development Standards.

- Attend the Intensive Literacy Intervention for at least 30 minutes daily.
- Create opportunities for EL students to present projects to peers and community members in a public forum

X. SPECIAL EDUCATION – MODIFIED FULL INCLUSION MODEL

As consistent with the past 10 years, a minimum of 10% of Odyssey’s student population currently receives Special Education services. Upon thorough analysis of both past and present IEP (Individualized Education Plan) 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.

For students with exceptional needs for whom Odyssey’s distinctive educational program is determined to be appropriate and the least restrictive environment, it is Odyssey’s intention to provide special education services within a modified inclusion model. Appropriate designated instructional services and related services are also provided, consistent with the student’s Individualized Education Plan (IEP). It is the intent of Odyssey to provide the continuum of options specified in Education Code Section 5636.

Prior to July, 2009, Odyssey and the West San Gabriel Valley SELPA (WSGV SELPA) will enter into an MOU which will delineate special education responsibilities and funding in detail.

Odyssey believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. The school’s Inclusion Specialist works in a collaborative model with all teachers and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student’s IEP.

Odyssey will comply with state and federal laws regarding the education of disabled students, including, but not limited to, the Individuals with Disabilities in Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 to ensure that students with disabilities are afforded a free, appropriate public education in the least restrictive environment. Odyssey pledges to cooperate with Los Angeles County Office of Education (LACOE) and the WSGV SELPA to develop a positive relationship that is student-centered, meets federal and state requirements, and is fundamentally fair to all parties.

Student Study Teams, Special Education and 504 Services: Odyssey Charter School provides a Modified Inclusion program for students with special needs. Our school meets the educational and social needs of all students within the regular classroom in order to maximize learning experiences, provide positive peer interactions and to prepare all students for the diversity of the world beyond the classroom. Odyssey provides a “push in” resource program unless otherwise required by a student’s IEP. As an LEA Odyssey shall work with the WSGV SELPA to provide a full continuum of placement options as required by each student’s IEP.

As with all students, Odyssey is committed to helping parents make an informed decision about whether Odyssey Charter School is an appropriate option for their children. No student shall be denied enrollment at Odyssey due to their special education status. In the case of students with identified special needs from an LEA outside of the SELPA, Odyssey 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 (30) days of enrollment unless otherwise agreed between parent/guardian and Odyssey. This will be done through an Administrative Placement pending the convening of an IEP meeting within thirty (30) days to establish continued eligibility and to determine the appropriate services, goals and objectives in accordance with Education Code Section 56325.

In the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from an LEA operating programs under the same SELPA, the Charter School shall continue without delay the existing IEP unless the parent and the LEA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

Children who experience difficulty progressing within the educational model of our school are referred by the teacher, the parent, or by allied professionals for consideration to the Student Study Team (SST). The SST consists of the teacher, the special education staff, the Director, the parent(s), and the student when appropriate. Supportive documentation is then accumulated in a portfolio format to illustrate the difficulties that the student is experiencing. The team meets and reviews the student's strengths and weaknesses to develop a plan of action that might include accommodations or modifications within the classroom environment and/or a referral for further evaluation.

Details delineating the roles and responsibilities of Odyssey and the WSGV SELPA with regard to the Student Study Team, Referral, Eligibility, Assessment, Placement, Designated Instructional Services, Reassessment, and Procedural Safeguards under all applicable state and federal laws (and subsequent legislation if enacted) will be delineated in the MOU to be written and implemented prior to July 1, 2009.

Suspension and expulsion of special education pupils shall meet applicable federal law requirements as described in the Odyssey suspension and expulsion policy described below beginning on p. 63 of this petition

Odyssey's Inclusion Specialist works closely with the instructional team and the support staff to ensure that goals and objectives detailed in the IEP are being addressed in the regular classroom. The Inclusion Specialist also coordinates and oversees any related services specified in the IEP as well as provides any accommodations, modifications and remediation as defined in the IEP. The Inclusion Specialist also provides direct services to special education students as detailed in the IEP and monitors student progress.

Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the IDEA. Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of non-disabled students are met.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with non-disabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law and the instructional team shall be given a copy of the 504 Plan to ensure consistency in implementation. Odyssey shall periodically review the student's progress and placement.

Continuous Improvement: In order to best serve our students and community, Odyssey will continue to examine and refine its curricula, programs and related activities over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will on a regular basis, consult with parents and teachers regarding the educational program. Odyssey will submit to the Los Angeles County Board of Education, at any time prior to expiration of the Charter a description of any material changes to the educational program as an amendment to the Charter. Further, Odyssey will, as part of its annual report, provide the Los Angeles County Board of Education an update on the specific programs being used to address its unique school design.

In addition, the Executive Director will continue collaborate with the teachers to develop appropriate assessments to ensure that all students achieve academic success while honoring individual needs and differences in development. Both the framework and related OCS benchmarks and assessments are considered works in progress to ensure continuous improvement. The school will provide LACOE and the WSGV SELPA with an annual update on the framework and related benchmarks and assessments, as part of the annual report.

ELEMENT B

MEASURABLE PUPIL OUTCOMES

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. California Education Code 47605(b) (5) (B).

I. MEASURABLE STUDENT OUTCOMES

Odyssey Charter School is dedicated to ensuring that each student progresses academically, emotionally and socially according to the charter. The table below represents the skills, knowledge, and qualities all Odyssey students will demonstrate at a developmentally and grade appropriate level. The learning outcomes are aligned to the California academic content standards and to the school's unique design, incorporating the three interdependent learning components: **Academic Excellence**, **Emotional Well-Being**, and **Social Responsibility**. The specific assessments that will be used to measure student performance are included in the Assessment Matrix in Element C. For the learning components outlined in our charter and for established the school-wide goals, Odyssey is committed to the following pupil outcomes:

LEARNING COMPONENT: ACADEMIC EXCELLENCE	MEASURABLE PUPIL OUTCOMES
<u>Literacy</u> (<u>English/Language Arts</u>)	<p>85% student achievement of the state content standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests.</p> <p>At least 85% of students will show one grade or skill level's worth of progress each academic year, as evidenced by multiple local assessments.</p> <p>Progress toward Fluency in English and potential Re-designation (EL Students)</p> <p>Progress toward goals outlined in IEPs (Special Education Students)</p>
<u>Mathematics</u>	<p>85% student achievement of the state content standards for each grade level, as evidenced by scores of Proficient or Advanced on California Standardized Tests.</p> <p>At least 85% of students will show one grade or skill level's worth of progress each academic year, as evidenced by multiple local assessments.</p> <p>Progress toward goals in IEPs (Special Education Students)</p>

<u>History Social Science</u>	Students will understand and apply civic, historical geographical knowledge and multicultural perspectives in order to serve as responsible citizens in today's world of diverse cultures.
<u>Science</u>	Students will demonstrate in performances of understanding their ability to successfully utilize scientific research and inquiry methods to apply major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.
<u>Humanities/Visual Literacy</u>	Students will develop an appreciation for the arts, and self and group expression in the visual arts, music, theater and dance.
<u>Fitness and Wellness</u>	5 th and 7 th graders will continue to participate in the California Fitness Test. Students will develop healthy habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions.
<u>English Learners (EL)</u>	EL students will advance at least 1 ELD level each academic year and score basic, proficient or advanced on the CST in Math and ELA within four years.
<u>Special Education</u>	Students will demonstrate progress and or met their annual IEP goals. Students will participate in the CST or CMA each year.
LEARNING COMPONENT: EMOTIONAL WELL-BEING	SCHOOL-WIDE LEARNING OUTCOMES Personal qualities
<u>Respect</u>	Students will demonstrate their respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with disagreements.
<u>Collaboration</u>	Students will demonstrate the ability to work cooperatively in groups to accomplish a common goal.
<u>Responsibility</u>	Students will demonstrate accountability for their choices, practice self-control, and be self-disciplined.
<u>Reflection</u>	Students will demonstrate understanding of the ability to reflect on themselves and their experiences.
<u>Conflict Resolution</u>	Students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems.

LEARNING COMPONENT: SOCIAL RESPONSIBILITY	SCHOOL-WIDE LEARNING OUTCOMES Life Long Learning Skills
<u>Analytical and Critical Thinking Skills</u>	Students will demonstrate their ability to analyze information and provide accurate details in an organized manner, while capturing the whole picture.
<u>Study Skills and Habits</u>	Students will demonstrate understanding of the skills which will enable them to pursue their own path of learning throughout their lives, including strategies for learning, note-taking, and metacognitive monitoring.
<u>Planning and Time Management</u>	Students will demonstrate understanding in selecting goal-relevant activities, setting priorities, allocating time and preparing and following schedules.
<u>Citizenship</u>	Students will demonstrate good citizenship by showing social responsibility in making their school and community better by cooperating with others and protecting the environment.
<u>Self-Directed Learning</u>	Students will demonstrate understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning.
<u>Leadership</u>	Students will demonstrate the capacity to perceive needs and apply leadership skills effectively through projects for the school and community.
<u>Collaborative Learning:</u>	Students will demonstrate understanding of the ability to work with others.
SCHOOL PERFORMANCE GOALS:	MEASURABLE OUTCOMES
<u>API Growth</u>	The school will meet its targeted growth rate for the Academic Performance Index (“API”) each year.
<u>NCLB Compliance</u>	Odyssey Charter School students will make the Annual Yearly Progress under the federal No Child Left Behind Act.
<u>Average Daily Attendance</u>	Odyssey Charter School students will maintain its 2007-2008 95% average daily attendance (“ADA”) rate within 2% annually.
<u>Charter Renewal</u>	Odyssey Charter School will, at a minimum, meet at least one of the criteria for renewal pursuant to Education Code Section 47607(b).

To ensure students are meeting state standards, Odyssey adheres to the specific benchmarks designated by and aligned with current California academic content standards for each grade level. The benchmarks are further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards reflect those included in the California academic content standards. Using

benchmarks as an assessment tool, OCS faculty closely monitors student progress throughout the year. See Appendix E for OCS created benchmarks.

Students demonstrate their overall progress toward graduation readiness through this series of “benchmarks.” Creating benchmarks at these pivotal grades is consistent with our multiage learning environment and allows students additional time to achieve the appropriate benchmark based on individual needs. If at the end of each grade a student does not successfully meet a benchmark, a student study team may be formed to evaluate and review the student’s placement and learning goals are developed. State academic content standards and assessments for students with exceptional needs or limited English proficiency are adapted as appropriate to their Individualized Education Plans and/or English proficiency levels.

In order to best serve our students and community, Odyssey will continue to examine and refine its student outcomes over time to reflect the school’s mission, curriculum, and any changes to state or local standards. Odyssey will submit to LACOE at any time prior to expiration a description of any changes to the above student outcomes as a material amendment to the charter. The LACOE agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

ELEMENT C

ASSESSMENT METHODS

Governing Law: A description of “the method by which pupil progress in meeting the pupil outcomes will be measured.” (Education Code 47605(b)(5)(C))

I. METHODS TO ASSES PUPIL PROGRESS TOWARD OUTCOMES

Odyssey has always recognized that assessment is designed to support and guide instructional practices, the learning process, and to help students achieve personal mastery. It is a tool to recognize accomplishment and certify that knowledge and understanding has been gained. Assessment also manifests those areas where understanding is still incomplete and enables teachers, students and parents to focus their efforts to where they will produce the greatest benefit. Standards, not standardization, are the basis of assessment. Students are acquainted with exemplary work and have an understanding of what their aspirations should be for any given task, activity, or project. The goal is to encourage students to do their personal best and show them their own growth throughout the learning process. Odyssey’s assessment methods inform all areas of instruction and are connected with the state standards at each grade level. Odyssey understands that using assessments effectively and efficiently is crucial to monitoring student progress and overall growth and mastery of content.

Odyssey’s assessment process insists on collaboration between teacher, student and parent. The teacher’s role is to determine a child’s individual learning needs based on frequent, designated assessments; the students’ role is to document their own learning through a variety of self-evaluation strategies; and the parents’ role is to support their child through the home-to-school connection and develop open communication with their child’s teacher and community at large. Through this process, all stakeholders are responsible for helping students achieve success throughout the school year.

Odyssey recognizes that overall school performance is a reflection of the cumulative success of individual students. With consistent progress and improved school performance, it is understood that Odyssey’s unique school design continues to significantly improve learning for its students in all areas: academically, emotionally, and socially. With ongoing assessment and frequent designated benchmarks, teachers will continue to track students learning on formal and informal bases, through observational and anecdotal measures to ensure student achievement and proficiency at their respective grade levels. Odyssey is committed to employing the following methods of assessment:

Odyssey Developed Assessments for all students are:

- **Standardized Testing (Administered Yearly):** Academic achievement is measured using the state standardized tests, consistent with charter legislation and state guidelines. Odyssey will and continues to comply with the required state assessments (Education Code 47605 (c) (1) administration of mandatory standardized tests and uses the STAR tests as summative evaluations.
- **Pre- and Post-Tests (Administered each Trimester):** To more fully and accurately demonstrate learning and growth and acquisition of specific skills, Odyssey supplements the standardized tests with other appropriate pre- and post-

tests. The pre- and post-tests assist Odyssey in measuring individual achievement throughout the school year.

- **Individual Learning Plans (Ongoing):** The Individual Learning Plan (ILP) will further demonstrate and individualize a student’s progress toward the acquisition of specific core and non-core skills and knowledge. (Appendix F)
- **English Language Development Folders:** Each ELD student will have a folder containing, their CELDT scores, English Language Development Standards (per their level), writing sample to determine their progress and their “Moving Into English” unit reviews and assessments. Yearly, teachers will track students ELD progress through their ELD folders to determine when a students is ready to re-take the CELDT in order to be re-designated as R-FEP.
- **Benchmarks (Yearly):** While Odyssey is a multiage environment, OCS created specific “grade level” benchmarks tied to the state standards. These are listed and detailed in our Assessment Guide (Appendix E).
- **Literacy Workshop (Daily):** Each student has in their ILP folder learning artifacts including, but not limited to, project work, reading assessments, word study assessments, writing samples etc..
- **Mathematicians Workshop (Daily):** In their ILP folder, each student compiles learning artifacts including, but not limited to, project work, numeracy assessments, math journal entries, observations/anecdotal, everyday end-of-unit assessments, context for learning landscapes etc.
- **Observation (Daily):** Feedback from the instructional team, peers, and parent(s)/primary caregiver(s) are also used. Teachers take anecdotal records to document observations made of student’s work habits and milestones.
- **Self-Assessment:** Self-assessment documents are utilized to help students reflect on their own progress toward achieving their personal and class learning goals.
- **Curriculum/Publisher-provided Tools:** Teachers will also use assignments and related assessments (e.g. tests, quizzes, essays, etc.) to monitor progress.

II. ACADEMIC PERFORMANCE INDEX

Throughout the course of Odyssey’s ten years, we have remained focused on evaluating our curriculum and assessing student learning and growth. We have always acknowledged that is imperative to ascertain what strategies and practices are yielding successful results, and have thoroughly examined and addressed how and where to implement new strategies for improved student performance. To evaluate the effectiveness of our curriculum implementation and to assess student progress we have used the strategies outlined below:

- Analyzed CST test data
- Monitored Individualized Learning Plans (ILP’S)
- Discoursed throughout our staff meetings
- Analyzed student work samples
- Focused on staff professional development plan
- Collegial coaching and peer mentoring
- Hired outside consultants and parental feedback on our curriculum.

As a result of our concentrated efforts, we have seen a substantial increase in our API scores for the last 5 years. **Since our 2004 charter renewal Odyssey's API score has increased by 135 points.**

The table below chronicles our Overall API growth:

OVERALL API GROWTH

	2004		2005		2006		2007		2008
Base	643	Base	638	Base	683	Base	717	Base	721
Target	651	Target	646	Target	689	Target	722	Target	726
Growth	2	Growth	45	Growth	40	Growth	5	Growth	43
API	645	API	683	API	723	API	722	API	764

Odyssey will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation, Education Code § 47605(c)(1).

Odyssey is committed to participating in the state of California's standardized testing program as one of multiple assessment methods to closely chart and document student performance and academic growth. Each year, our API growth goals are made clear to the faculty. The staff has modified the teaching techniques and continues to explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement. Committed to consistent API growth and meeting or exceeding our yearly target goal, Odyssey will continue to focus on the following strategies:

- **Student Achievement:** Odyssey holds high expectations for student achievement and is committed to continuous school improvement to ensure that all students continue to progress consistent with their abilities. The STAR results are used as one way to measure academic success. The Faculty carefully reviews the STAR results. Scores are analyzed school-wide by teacher and sub-groups to track results and trends over time. Results are used to provide valuable feedback to teachers, students and parents about progress and to inform ongoing professional development of the instructional team, curriculum development and to identify any interventions that may be needed in specific areas. The Executive Director provides a comprehensive report of student achievement to Odyssey's Governing Board and to LACOE as part of the annual report. The report will include results, analysis and recommendations.
- **Attendance:** Odyssey understands that when children are enjoying school and take pride in their learning and school, attendance increases. As a result, the more days a student is in school, the more knowledge and learning may occur. Odyssey tracks any negative trends in attendance both of individual students and school-wide. OCS then employs appropriate intervention strategies as needed.
- **Behavior:** Odyssey acknowledges that fewer behavioral referrals is an indication that classroom management strategies are being effective and that students are being challenged and are spending more time stimulated in their classroom

environment. As such, Odyssey will track the number and nature of the referrals and address any negative trends as appropriate.

III. STUDENT OUTCOME AND MATRIX ASSESSMENT

Odyssey administers the aforementioned assessments (Element C, I) in the core and non-core academic areas, and additionally assesses development in the areas of emotional well-being and social responsibility. Application of specific assessments is described in the table below.

LEARNING COMPONENT ACADEMIC EXCELLENCE	SCHOOL-WIDE MEASURABLE PUPIL OUTCOMES	ASSESSMENT METHODS
<p><u>Literacy (English/Language Arts)</u></p>	<p>85% student achievement of the state content standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests.</p> <p>At least 85% of students will show one grade or skill level's worth of progress each academic year, as evidenced by multiple local assessments.</p> <p>Students will demonstrate understanding in reading, writing, listening, speaking and presentation skills, in multiple forms of expression, with communication skills appropriate to the setting and audience; performances of understanding will include the ability to comprehend and critically interpret multiple forms of expression including literature from various time periods and cultures.</p> <p>Progress toward fluency in English (EL Students)</p>	<ul style="list-style-type: none"> • Individualized Learning Plans • California Standards Test • Pre and Post testing Writing • Running Records • Spelling Assessments • Samples evaluated and pursuant to school and classroom developed standards • Pre and Post testing • ILP goals • Phonemic Awareness Checklist • Literacy Interviews/Participation in Book Clubs or Lit. Circles • Evidence of Writing Through Research • Literacy Benchmarks • Self Assessments/Reflections • Anecdotal/Observations • Project work • Quizzes/Tests <ul style="list-style-type: none"> • CELDT • ELD State Standards Benchmarks • CST Scores in ELS

	Progress toward IEP Goals (Special Education Students)	<ul style="list-style-type: none"> • Teacher Evaluations from Sheltered Instruction • R-FEP Status Review • SST Data • Inclusion Specialist Evaluations • Scheduled IEP Review
<u>Mathematics</u>	<p>85% student achievement of the state content standards for each grade level, as demonstrated by scores of Proficient or Advanced on California Standardized Tests.</p> <p>At least 85% of students will show one grade or skill level's worth of progress each academic year, as evidenced by multiple local assessments.</p> <p>Students will understand the ability to reason logically and to apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc.</p> <p>Progress toward IEP Goals (Special Education Students)</p>	<ul style="list-style-type: none"> • Individualized Learning Plans • California Standards Test • Pre and Post Testing • Math Benchmarks • Numeracy assessments • Math journal entries • Observations/anecdotal • Everyday Math unit assessments • Context for learning landscapes • Self Assessments/Reflections • Anecdotal/Observations • Project work • Timed Tests/Text book published tests • SST Data • Inclusion Specialist Evaluations • Scheduled IEP Review
<u>History Social Science</u>	Students will understand and apply civic, historical, geographical knowledge and multicultural perspectives in order to serve as responsible citizens in today's world of diverse cultures.	<ul style="list-style-type: none"> • California Standards Test • Social Studies projects • History Social Science Benchmarks • Presentations • Journal Entries • Teacher-created evaluations • Self Assessments/Reflections • Anecdotal/Observations • Quizzes/Tests
<u>Science</u>	Students will demonstrate in performances of understanding their ability to successfully utilize scientific research and inquiry methods to apply major concepts underlying various branches	<ul style="list-style-type: none"> • California Standards Test • FOSS kits end of the unit assessments • Science Benchmarks • Science Projects • Presentations • Investigations/Experiments

	of science, which may include physics, chemistry, biology, astronomy, and earth sciences	<ul style="list-style-type: none"> • Journal Entries • Teacher-created evaluations • Self Assessments/Reflections • Anecdotal/Observations • Quizzes/Tests
<u>Humanities/Visual Literacy</u>	Students will develop an appreciation for the arts, and self and group expression in the visual arts, music, theater and dance.	<ul style="list-style-type: none"> • Art projects • Presentations • Self Assessments/Reflections • Anecdotal/Observations
<u>Fitness and Wellness</u>	Students will develop healthy habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions.	<ul style="list-style-type: none"> • California Fitness Test • Journal Entries • Self Assessments/Reflections • Observations
<u>English Learners (EL)</u>	<p>EL students will advance at least 1 ELD level each academic year</p> <p>Students will score basic, proficient or advanced on the CST in Math and ELA within four years</p>	<ul style="list-style-type: none"> • ELD Folder • CELDT testing • California English Language Development Standards • Individualized Learning Plans • “Moving Into English” Unit Reviews and Assessments • Writing Samples • Teacher Evaluations • California Standards Test
<u>Special Education</u>	<p>Students will demonstrate progress and or met their annual IEP goals.</p> <p>Students will participate in the CST or CMA each year</p>	<ul style="list-style-type: none"> • Individualized Education Plan • Individualized Learning Plans • IEP goal progress report • California Standards Test
LEARNING COMPONENT EMOTIONAL WELL-BEING	SCHOOL-WIDE LEARNING OUTCOMES Personal qualities	ASSESSMENT METHODS Individualized Learning Plan Folders
<u>Respect</u>	Students will demonstrate their respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with disagreements.	<ul style="list-style-type: none"> • Teacher observation • Self Assessment/Reflections
<u>Collaboration</u>	Students will demonstrate the ability to work	<ul style="list-style-type: none"> • Teacher observation • Self Assessment/Reflections

	cooperatively in groups to accomplish a common goal.	
<u>Responsibility</u>	Students will demonstrate accountability for their choices, perseverance, practicing self-control, and being self-disciplined.	<ul style="list-style-type: none"> • Teacher observation • Self Assessment/Reflections
<u>Reflection</u>	Students will demonstrate understanding of the ability to reflect	<ul style="list-style-type: none"> • Teacher observation • Self Assessment/Reflections
<u>Conflict Resolution</u>	Students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems.	<ul style="list-style-type: none"> • Teacher observation • Self Assessment/Reflections
LEARNING COMPONENT SOCIAL RESPONSIBILITY	SCHOOL-WIDE LEARNING OUTCOMES Life Long Learning Skills	ASSESSMENT METHODS Individualized Learning Plan Folders
<u>Analytical and Critical Thinking Skills</u>	Students will demonstrate their ability to analyze information and provide accurate details in an organized manner while capturing the whole picture.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
<u>Study Skills and Habits</u>	Students will demonstrate understanding of the skills, which will enable them to pursue their own path of learning throughout their lives, including strategies for learning, note-taking, and meta-cognitive monitoring.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
<u>Planning and Time Management</u>	Students will demonstrate understanding in selecting goal-relevant activities, setting priorities, allocating time and preparing and following schedules.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections

<u>Citizenship</u>	Students will demonstrate good citizenship by showing social responsibility in making their school and community better by cooperating with others and protecting the environment.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
<u>Self-Directed Learning:</u>	Students will demonstrate understanding in initiating and planning projects, following through on responsibilities, and managing goals relevant to their learning.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
<u>Leadership</u>	Students will demonstrate the capacity to perceive needs and apply leadership skills effectively through projects for the school and community.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
<u>Collaborative Learning</u>	Students will demonstrate understanding of the ability to work with others.	<ul style="list-style-type: none"> • Teacher-created evaluations • Teacher observation • Student self-evaluation and reflection • Reflection as a component of subject-area portfolios • Parent reflection and input on student outcomes • Community surveys • Peer reflections
SCHOOL PERFORMANCE GOALS:	MEASURABLE OUTCOMES	METHODS OF MEASUREMENT
<u>API Growth</u>	The school will meet its targeted growth rate for the Academic Performance Index (“API”).	<ul style="list-style-type: none"> • ILP Benchmark Data • Pre/Post Test Progress Data • API Data
<u>NCLB Compliance</u>	Odyssey Charter School	<ul style="list-style-type: none"> • AYP Data

	students will make the Annual Yearly Progress under the federal No Child Left Behind Act.	
<u>Average Daily Attendance</u>	Odyssey Charter School students will maintain its 2007-2008 95% average daily attendance (“ADA”) rate within 2% annually.	<ul style="list-style-type: none"> • Average Daily Attendance Data
<u>Charter Renewal</u>	Odyssey Charter School will, at a minimum, meet at least one of the criteria for renewal pursuant to Education Code Section 47607(b).	<ul style="list-style-type: none"> • Academic Performance Reporting Data

IV. USE AND REPORTING OF DATA

Individual Learning Plans (ILP's)

Upon Odyssey’s initial re-chartering, and to honor our commitment to assessing our educational programs, Odyssey created Individual Learning Plans (ILP's) for every student as an additional means to assess and monitor student growth and achievement. The ILP is a set of individualized core and non-core academic learning goals which guide the students’ learning towards the school-wide learning outcomes. The parent, teacher and student establish the goals based on state, teacher and school assessments at the ILP conference each October, and monitor student progress throughout the year. In the second trimester, teachers complete assessments for each student and meet again with the parent and student to ensure progress is being made towards their learning goals. Additional interim assessments of student learning are administered throughout the year to monitor student progress towards achieving state and school wide goals; these consist of anecdotal and observational records, student projects and written work and reflections, and formal exams. These interim assessments occur at each trimester with parent conferences at each trimester to ensure students are meeting their ILP goals. (Appendix F)

- **ILP Folder:** ILP folders are used as “warehouses” of students’ CST scores, pre and post testing, exams, teacher driven assessments and observations, student reflections, and students’ work over the course of their learning at Odyssey. They are thoughtful collections that demonstrate what they are learning, what they understand, and what progress they are making towards their goals. Each student has an ILP Folder including but not limited to learning artifacts such as project work, reading assessments, word study assessments, and writing samples that demonstrate his/her ability to:
 - 1) Make meaning of and apply his/her knowledge.
 - 2) Use appropriate technology and media to communicate effectively.
 - 3) Organize information and manage resources.

Teachers, students and parents review students' individual ILP folders to monitor student progress. In June parents, students' and teachers meet for a final time discuss and review students' goal. At this time preliminary goals will be developed for the upcoming school year. The student's ILP folder is maintained by the student's current teacher and passed on to the ensuing teacher so that every student at the school will have a comprehensive portfolio upon exiting Odyssey Charter School.

The data collected in students' ILP folders will continue to drive Odyssey's instructional improvements as staff evaluates individual student growth and achievement. Odyssey staff will continue to analyze school wide trends ensuring students attain proficient or advanced scores on the CST and meet the individual goals established in their ILP's.

In core and non-core academic areas, the central goal for all Odyssey students continues to be for all students to demonstrate academic proficiency in all of the core academic areas. "Proficiency" will be defined as a score of proficient or above on the California Standards Test, and "Satisfactory" evaluations on individual student ILP goals, projects, or presentations. "Proficiency" for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

Continuous Improvement: In order to best serve Odyssey students and the community, the school will continue to examine and refine its list of student exit outcomes and related methods of assessment over time to reflect the school's vision, mission and unique school design and any changes to state or local standards. Odyssey will submit to the Los Angeles County Board of Education at any time prior to expiration of the charter a description of any material changes to the above outcomes as an amendment of the charter.

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. -- California Education Code Section 47605(b) (5) (D)

LEGALLY AND OPERATIONALLY INDEPENDENT ENTITY: The Charter will be granted to Odyssey Charter School (Odyssey), a California Nonprofit Public Benefit Corporation, a legally and operationally independent entity as part of the Public School System, as defined in Education Code 47615(a)(1). The 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 Office of Education 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, 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 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.

I. PURPOSE OF THE GOVERNING BOARD

The Governing Board's role is to oversee the vision, mission and unique school design, and 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 school's calendar, annual budget and any subsequent revisions, overseeing the 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 faculty and staff to the Executive Director. See Appendix G for Odyssey's board membership, board biographies and board bylaws.

II. COMPOSITION OF THE GOVERNING BOARD

A. Voting Members

The Governing Board will consist of up to 19 voting 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 (i.e. paid staff, community members or

parents/guardians) 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. Voting members of the Governing Board will be comprised of:

- Current faculty member at Odyssey
- Parents/Guardians of current Odyssey students, who are not employed by the school
- Persons representing the community served by the 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.

B. Non-Voting Members

The following will hold non-voting member status on the Governing Board and will not count towards a quorum:

- Student representative
- Los Angeles County Board of Education is entitled to a non-voting representative on the Board, who will be appointed by the Superintendent of LACOE or his or her designee
- Founder of Odyssey, Ex-Officio may serve as a non-voting member of the Board.

C. Selection Process

The selection process for faculty, parent, student 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 concordance with the demographics of the 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.

D. 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 LACOE representative serves at the pleasure of his/her appointing authority. The parent, faculty and student representatives serve one year terms with the option of an additional elected year, not to exceed two consecutive 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.

E. 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 voting members, provided that a majority of the Governing Board is composed of disinterested persons, as that term is defined in the Nonprofit Corporations Law, in the Corporations Code. These provisions will be reflected in the bylaws of the corporation.

F. Board Committees

The Governing Board may appoint standing and/or ad hoc committees to help the 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.

G. Board Meetings

All meetings of the governing board will be held in accordance with the 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.

H. Board Training

Odyssey's governing board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

I. Establishing a Quorum

A majority of the current voting members of the Governing Board, not counting any vacancies, shall constitute a quorum for the transaction of business. All board members are subject to conflict of interest restrictions under the Political Reform Act and Nonprofit Corporation Law. As such, in the event that any member or members of the Governing Board are legally disqualified from participating in decision-making on a particular action item under the Political Reform Act or a provision of Nonprofit Corporation Law, a majority of the remaining voting members of the Governing Board, not counting any vacancies shall constitute a quorum for that particular action item. A minimum of four (4) members must be in favor unless the number disqualified precludes a majority of the Governing Board from voting, not counting any vacancies at which point the remaining eligible voting members must be in favor.

J. Conflict of Interest

Conflicts of interest for Odyssey Charter School Governing Board members shall include, but not limited to, circumstances where a parent serving on the board has a child subject to a pending student discipline matter or where an employee is considering salary, benefits,

working conditions and evaluations of himself or herself or other employees. When a Governing Board member has a conflict of interest they shall follow the recusal procedures in addition to the Odyssey's Conflict of Interest Policy as it may be amended from time to time.

K. Recusal Procedure

The following are procedures of Odyssey's recusal procedure:

- The Governing Board member disqualified from participating in a decision because of a conflict of interest must publicly announce the specific interest that is the source of the disqualification.
- After announcing the interest, the board member usually must leave the room during any discussion or deliberations on the matter in question and the board member may not participate in the decision or be counted for purposes of a quorum.
- In the case of a closed session, the board member still must declare publicly the conflict in general terms but need not refer to a specific financial interest.
- A disqualified board member may not attend a closed session or obtain any confidential information from the closed session.

III. ODYSSEY LEADERSHIP MODEL

Odyssey's goal is to embrace a leadership model that supports the various stakeholders. This leadership structure creates opportunities for professional educators, parents, students and community members to have a proprietor's stake in Odyssey's success. By implementing this leadership model, all stakeholders experience genuine ownership and ultimate responsibility for student achievement. Additional expected benefits of this leadership model:

- Acknowledges educators as professionals and key stakeholders
- Encourages and allows educators the opportunity to participate actively in the leadership of the School through board representation.
- Educators can elect a voting board member representative who must be confirmed by the Board.
- Makes a clear connection between leadership roles and related accountability
- Acknowledges students can have an active voice in the decision making process by participating in student government
- Parents will have increased opportunity in the school's decision making process by having representation on the Governing Board

IV. PARENTAL INVOLVEMENT

A. Parental Involvement

It is understood that families choose Odyssey because the school culture and environment provide a choice different than 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, OCS does not have the staff to fully support all the school activities and events that makes OCS unique. Thus, the school relies on parent help to bridge that gap.

Parents will be asked to support OCS 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 school. There are many ways for parents to be involved with their child's education and provide additional support to the school. Odyssey seeks to create a variety of opportunities for parents to participate so they may choose those options that best suit them.

- a. **Classroom support:** Every class and teacher has myriad ways for parents to be involved. These include, but are not limited to:
 - Preparing classroom materials
 - Acting as a room parent
 - Chaperoning field trips
 - Assisting with special activities
 - Donating supplies
 - Participating in the phone tree
 - Working in the classroom
- b. **School support:** There are many opportunities for parents to be involved in day-to-day operations of the school including but not limited to:
 - Volunteering in the office
 - Assisting in monitoring pick ups and drop offs
 - Participation in all-school meetings
 - Coordinating, volunteering or participating in school events etc.

B. 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
- Facilities/Maintenance Committee-supports campus beautification

C. School Governance

Parents are represented on the Governing Board and on ad hoc and standing committees of the 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 Board. Parent representatives use the OPPG as their primary forum for communicating board business to the parents and for gathering information from parents to represent to the 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:

- Parent Board Representative
- Parent Liaison to a Standing Committee
- Parent member of an ad hoc committee
- Survey and Evaluation Participant

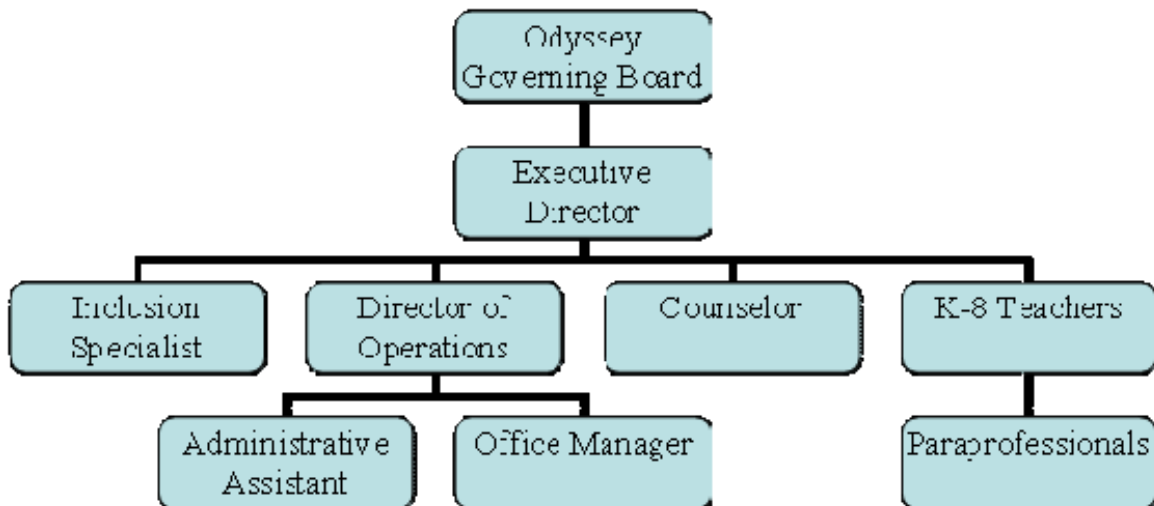
D. Community Outreach and Advocacy

Parents with strong community ties help build and strengthen our 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.

E. Additional Opportunities

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

F. Organizational Flow Chart



V. FACILITIES

The Charter School does not intend to request facilities from LACOE.

VI. OPERATIONAL RELATIONSHIPS BETWEEN CHARTER SCHOOL AND LACOE

Any and all legal and operational relationships between Odyssey and LACOE are described in a Memorandum of Understanding (“MOU”) between the parties.

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).

I. ODYSSEY'S LEADERSHIP MODEL

Odyssey's goal is to embrace a leadership model that:

- Acknowledges educators as professionals and key stakeholders
- Encourages and allows educators the opportunity to participate actively in the leadership of the School through board representation.
- Educators can elect a voting board member representative who must be confirmed by the Board.
- Makes a clear connection between leadership roles and related accountability
- Acknowledges students can have an active voice in the decision making process by participating in student government
- Parents will have increased opportunity in the school's decision making process by having representation on the Governing Board

This leadership structure will create opportunities for professional educators to have a proprietor's stake in Odyssey's success. By implementing a leadership model, teachers will experience genuine ownership and ultimate responsibility for student achievement and ongoing professional development. Consistent with the intent of California's charter legislation, this will allow teachers to be empowered, give them opportunities for advancement in their profession, and allow for growth as innovative teachers and leaders. See Appendix H for 2008-2009 Odyssey staff biographies.

Los Angeles County Office of Education shall not require any employee of Los Angeles County Office of Education to be employed in Odyssey Charter School.

II. ADMINISTRATIVE STAFF

A. Roles and Qualifications of School Staff

In Odyssey's Leadership Model, all staff shares the responsibility of being part of a democratic, governance team within the 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 recognizes that their jobs entail far more than similar positions in a traditional public school setting. As faculty and staff accept more responsibility a gradual shift in accountability is required. Professional development opportunities will be provided to ensure that staff remains abreast of all relevant changes in laws and operational requirements. The roles and qualifications of school staff are reflected below.

1. Executive Director (ED)

The Executive Director reports directly to the Governing Board and serves as the school's chief executive officer. The role of the Executive Director is one that emphasizes internal

accountability for the overall implementation of the educational program as specified in the Charter and external relations on behalf of the school. The responsibilities of the Executive Director are as follows:

- 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 that the school community follows the policies and decisions approved by the Governing Board.
- Ensures that optimal educational services are provided and that all curriculum and educational programs are in accordance with the Charter.
- Monitors ILP (school-wide Individualized Learning Plans) implementation and intervention strategies including but not limited to Reading and Math Intervention Programs.
- Maintains and designs database files for student records including but not limited to standardized test scores and school wide assessments.
- Monitors and tracks student academic progress on a monthly basis, prepares and presents pertinent reports to the Governing Board.
- Provides support to teachers and works closely with the instructional staff to ensure curriculum is consistent school-wide, follows state standards, modifies instructional methods to meet the needs of students, and provides support as needed.
- Recommends professional development opportunities to staff in accordance with the school's Charter and mission.
- Supervises the paraprofessionals and related scheduling to ensure optimal resource allocation. Recruits, hires and evaluates staff.
- Ensures that the instructional team holds the necessary credentials and/or meets educational requirements.
- Oversees 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. Relates that information to the Governing Board along with recommendations for continuous improvement.
- Serves as school liaison on recruitment and outreach efforts.
- Recruits, hires and evaluates staff
- Serves as the liaison between the school and the landlord.

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the local, state and federal level. Minimum three 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 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. Preferred Administrative Credential, Masters Degree in Education or equivalent. Must have current certification in First Aid and CPR.

2. Director of Operations (DO)

The Director of Operations (DO) reports to the Executive Director and is responsible for the day-to-day operations as they pertain to non-education related issues. The DO works closely with the business services provider on accounts payable, accounts receivable, payroll, personnel, employee benefit and payroll records, and acts as a liaison between the school and business service provider on related administrative issues. The responsibilities of the DO are as follows:

- Ensures that legal, fiscal, administrative, and overall school operations are in compliance with the Charter and all related laws and regulations.
- Serves as the liaison between the school and the business service provider on fiscal and related management issues.
- Works with ED and staff to prepare and submit an annual budget to the Governing Board for review and approval; and is responsible for maintaining a balanced budget throughout the school year.
- Works closely with the business service provider on accounts payable, accounts receivable, payroll records, and acts as a liaison between the school business service on related administrative issues.
- Oversees the administrative staff to ensure that daily and weekly attendance are in compliance with the Charter and related laws and regulations. Prepares monthly and annual ADA reports.
- Works closely with the business service provider on accounts payable; accounts receivable; payroll records; personnel, employee benefits and acts as a liaison between the school business service on related administrative issues.
- Oversees the student recruitment and enrollment process

Qualifications: Demonstrated knowledge of charter school legislation and related regulations at the federal, state and local level. Must have knowledge of accounting principles and experience in bookkeeping. Demonstrated leadership and management skills and ability to coordinate multiple projects and meet deadlines in fast-paced environment. Minimum one-year's experience at Odyssey Charter School preferred. B.A. required. Masters Degree or equivalent preferred. Must have current certification in First Aid and CPR.

3. Office Manager (OM)

The Office Manager reports directly to the Director of Operations and is responsible for general office administration and oversight of office staff on a day-to-day basis. The OM also works closely with the DO on student recruitment, registration and enrollment and is responsible for maintaining student records. Provides administrative support to the DO on school safety and facility issues. The responsibilities of the OM are as follows:

- 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.

- Manages the facilities and campus safety issues and ensures that related incident reports are completed and filed.
- Provides administrative support to the DO on school safety and facility issues.
- Works closely with the DO on student recruitment, registration, and enrollment, maintains student records and prepares student transcripts.
- Inputs student information and maintains CSIS (state student identification system), Power School and recruitment database.
- Serves as a receptionist for the school and is responsible for providing general clerical support.
- 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.
- Responsible for maintaining the daily and weekly student attendance.

Qualifications: 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. Must be computer-literate and familiar with Microsoft Office software. Associates Degree or equivalent required. B.A. preferred. Must have current certification in First Aid and CPR.

4. Director of Community Relations (contingent on funding)

The Director of Community Relations reports to, works closely with the ED, and is responsible for supporting the overall vision and mission of the school. The Director of Community Relations is responsible for cultivating community relationships; both internal and external.

- Collaborates with the ED to maintain the school's external relationships (e.g. chartering authority, compliance-related organizations, charter support organizations, legislators, and community-based organizations).
- Coordinates the publishing of school newsletters, recruitment materials and updating the Website.
- Takes all necessary steps to procure resources on behalf of the school.
- Maintain donor database
- 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.
- Oversees the Annual Giving Campaign and maintains donor database.

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. The demonstrated ability to raise money from individuals, foundations and corporations by presenting fundraising experience in responsible development roles that include organizing special events, developing underwriting sales and donor identification, cultivation and solicitation. Experience in marketing, promotion and public relations-related roles. A B.A. or

proven track record of success required. Masters Degree or equivalent preferred. Must have current certification in First Aid and CPR.

5. Volunteer Coordinator (contingent on funding)

This is a part time position and reports to the Director of Operations. The volunteer coordinator collaborates with the OPGG and staff to coordinate volunteer opportunities and activities. Organizes and displays all volunteer opportunities and activities in an area accessible to parents, teachers and students. Maintains a calendar of events and resolves conflicts of timing and facility.

Qualifications: Experience in a fast paced school setting. Excellent organizational and written skills. Communicates and works well with people.

6. Administrative Assistant (AA)

The Administrative Assistant reports directly to the office manager, is the receptionist for the school and is responsible for providing general clerical support. The AA 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 AA is also responsible for maintaining the daily student attendance database and provides clerical support for the school lunch program.

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 Word and Excel software. Post high school education or training preferred. Must have current certification in First Aid and CPR.

III. INSTRUCTIONAL STAFF

A. Teachers

Teachers report to the Executive Director. 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. 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.

Teachers are also responsible for working with the Executive Director to create and implement curricula that reflects the school's vision, mission and unique school design. Teachers collaborate with the Executive Director 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.

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 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, Masters Degree or National Board Certification preferred. Must have current certification in First Aid and CPR.

- Core classroom teachers are those who teach single subjects- Math, Science, History, or English, or teachers who teach in a self-contained classrooms Consistent with charter school legislation, core teachers 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 47605(1).
- Non-core classroom teachers are those who specialize in areas of enrichment such as Visual Literacy and Humanities, Technology, and Fitness and Wellness. 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

B. Inclusion Specialist

The Inclusion Specialist reports to and works closely with the Executive Director to ensure that 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 support to teachers on differentiation of curriculum, accommodations, and modifications for students with special needs. The inclusion specialist also:

- Coordinates Student Study Teams (SST) and the IEP process and related timelines.
- Maintain student special education records as well as the electronic database for special education and all related paperwork. Provides direct services to special needs students individually and in small groups within the regular classroom environment and facilitates necessary accommodations for standardized testing, all in accordance with the goals and objectives in each student's IEP.
- Communicates on an ongoing basis with parents of special needs students.
- Works closely with the school psychologist and other providers of related services for special needs students to ensure that optimal services are provided and that compliance-related issues are addressed in a timely and effective manner.

Qualifications: Will hold a Commission on Teacher Credentialing certificate, permit, or other document appropriate for serving students with specific learning disabilities and equivalent to that which an inclusion specialist in other public schools would be required to hold. Must be

familiar with special education laws and related federal, state, and local regulations. Teaching experience in a constructivist, multiage learning environment serving diverse student populations with a variety of learning styles and abilities. Masters Degree or equivalent is preferred. Must have current certification in First Aid and CPR.

C. School Counselor (contingent on funding)

This position reports to the Executive Director and is responsible for providing crisis intervention, individual, and group counseling to students and assisting with discipline issues. Additionally, the School Counselor monitors habitual tardiness and truancy and takes appropriate action. Other activities may include classroom presentations and guidance, alternative recess, lunchtime drop-in groups, providing consultation to staff and conducting conferences with parents and families. Services will be provided on-site.

Qualifications: Masters degree in counseling or related field and Preferred California Teaching Credential . Successful experience doing individual and group counseling with similar aged students. Experience working in a school setting. Must have current CPR and First Aid.

D. Paraprofessional

Paraprofessionals report to the Executive Director. They provide support for core and non-core classroom teachers and the inclusion specialist 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 learning environment of this type. Must have current certification in First Aid and CPR.

IV. CREDENTIAL MONITORING

LACOE may inspect the credentials on file for core teachers at any time. These credentials shall be maintained on file at the Charter School.

V. PROFESSIONAL DEVELOPMENT

Throughout our ten years of operation, Odyssey consistently dedicated significant resources to ensuring staff is highly qualified and trained to implement the charter's vision and mission of academic excellence, emotional well being, and social responsibility. Over the past five years, Odyssey staff has received the following professional development:

- Minimum 2 weeks of staff development each summer
- Peer Mediation and Diversity Training from Community for Non-Violent Resource Center
- One day workshops with Nancie Atwell
- Project Zero's summer institute
- Teachers College The Reading and Writing Project

In addition to the aforementioned training, upon the renewal approval in the 2004-2005 school year, Odyssey committed to a thorough yearly analysis of our CST data to evaluate the success of the curricular approach. As a result, the instructional staff was able to identify areas for improvement and made the necessary revisions to its strategic plan with a *core* emphasis on mathematics curriculum; revisions centered on evaluating mathematics instruction were created through our Professional Development program, as were specific intervention strategies, and pacing plans. Over the past five years, Odyssey staff has received the following professional development specifically in the areas of mathematics to increase their CST results:

- November's Mathematics Council Conference yearly
- Marcy Cook conferences
- 10 weeks of professional development with a consultant from LUCIMATH (Local School Districts, UCLA, CA County Offices of Education, Institutes in **MAT**Hematics).
- 3 Day Intensive Conference with Kathy Fosnot and Bill Jacobsen from Contexts for Learning

Without losing the momentum of our efforts and success with ELA results from the previous year, the school's foremost priority was ensuring students would reach Proficient levels by the end of the school year. Odyssey's focus on mathematics instruction produced a significant increase in the number of students meeting the Annual Measurable Outcomes. Consequently, Odyssey was able to meet the AYP criteria in 2006 and again in 2008.

Looking ahead, Odyssey is committed to making professional development a central priority as a means to achieving our broader goals and objectives. As Odyssey begins its next phase of development, our concentration will continue to be the study and analysis of CST data for the purpose of identifying areas of support for teachers. In this manner we can ensure that our professional development correlates specifically to the appropriate areas of our educational program and has a direct impact on our student's academic growth and progress.

ELEMENT F

HEALTH AND 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 4437. Education Code Section 47605 (b) (5) (F)”

I. COMPREHENSIVE SAFE SCHOOLS PLAN

The health and safety of Odyssey students and staff is our highest priority. For this reason, the Governing Board has adopted and staff will implement a Comprehensive Safe Schools Plan (Appendix I) and related policies and will incorporate them as appropriate into the Employee Handbook (Appendix J) and Student and Parent Handbook (Appendix K). Odyssey’s health and safety policies and procedures include, but are not limited to:

- A requirement that all enrolling students provide immunization documents to the extent required for enrollment in a public school.
- A requirement that all staff have required inoculations upon employment.
- A 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 that all instructional and administrative staff receive and have on file current First Aid and CPR training.
- Identification of specific staff that will be trained in the administration of prescription drugs and other medicines.
- Identification of specific staff that will check for lice.
- A policy establishing that the school is 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 shall be conducted in conformance with state law.
- 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.

- Facilities: 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.

Continuous Improvement: In order to best serve our students and community, the Governing Board will review and refine these policies and procedures on an annual basis. Odyssey will submit to the Los Angeles County Board of Education, at any time prior to expiration of the Charter a description of any material changes to the above, as an amendment to the Charter.

- Training for Staff: Odyssey staff shall be trained regarding discrimination and sexual harassment.

ELEMENT G

MEANS TO ACHIEVE A REFLECTIVE RACIAL AND ETHNIC BALANCE

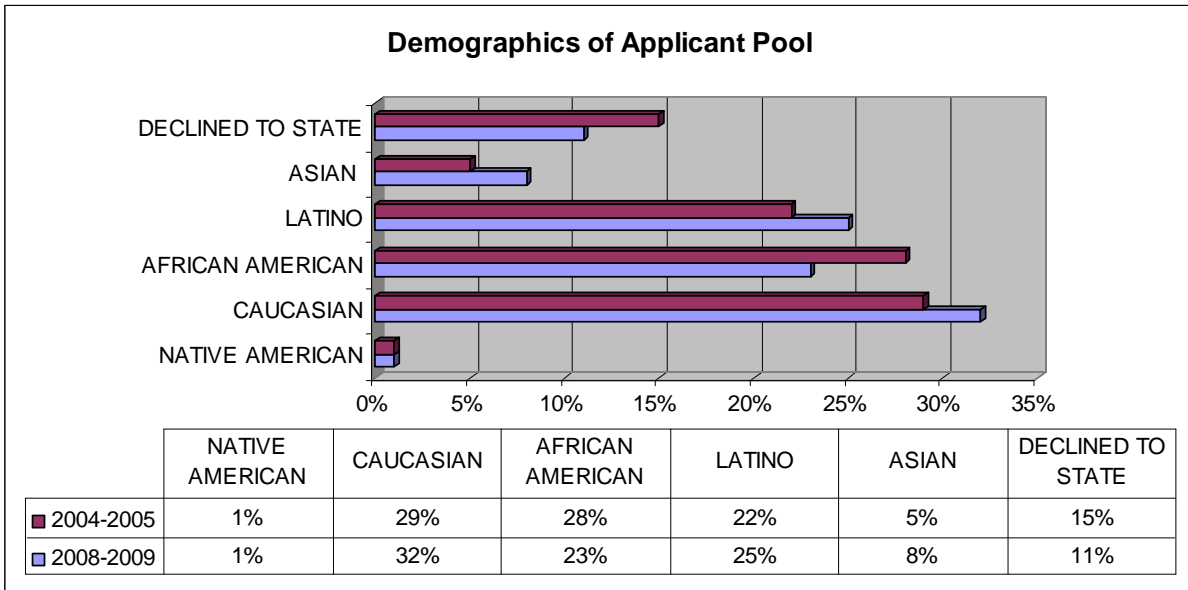
Governing Law: “The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(5)(G).

I. ENROLLMENT AND RECRUITMENT STRATEGY

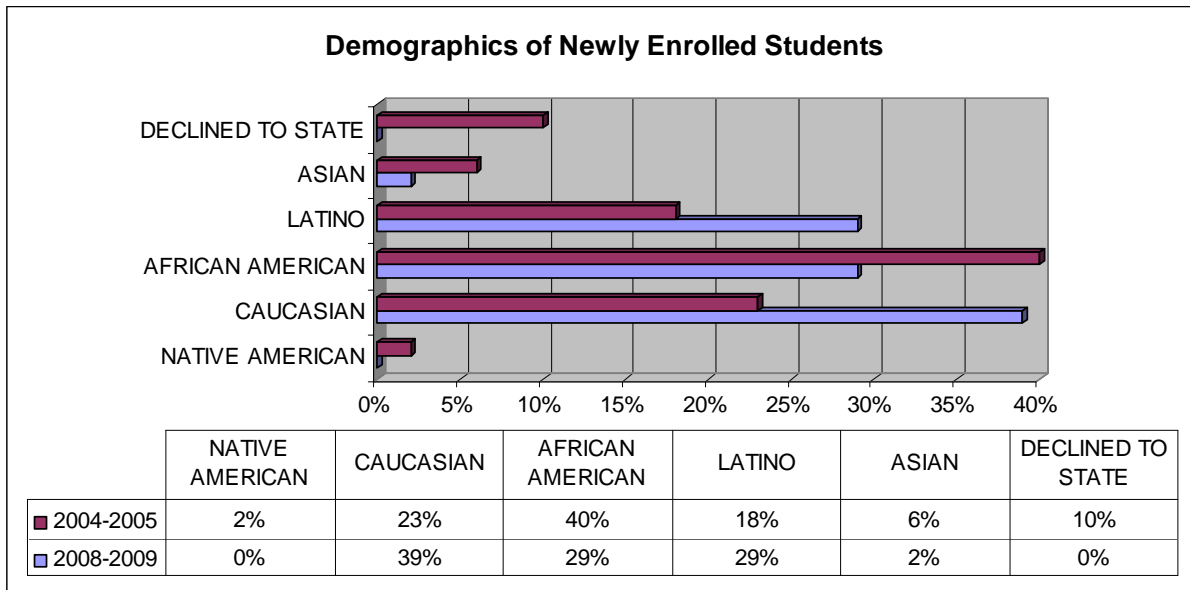
Subsequent to its re-chartering in 2004, Odyssey made significant changes to enrollment and recruitment strategies in an effort to more closely align the racial and ethnic balance amongst our pupils with the population of our surrounding community.

Specific strategies employed since 2004 include:

- offering monthly school tours in English and Spanish
- distributing Spanish language brochures to community based Latino organizations
- distributing brochures to community based Asian-American organizations
- placing advertisements in local Spanish language newspapers
- participating in, and when appropriate, presenting at events sponsored by community based Latino and Asian American organizations
- mailing brochures (English and Spanish) and postcards with upcoming tour dates to families in the community
- website in English and Spanish



As the chart below shows, we have increased the representation of Latino students amongst newly enrolled students at Odyssey from 18% to 29% which represents 60% growth.

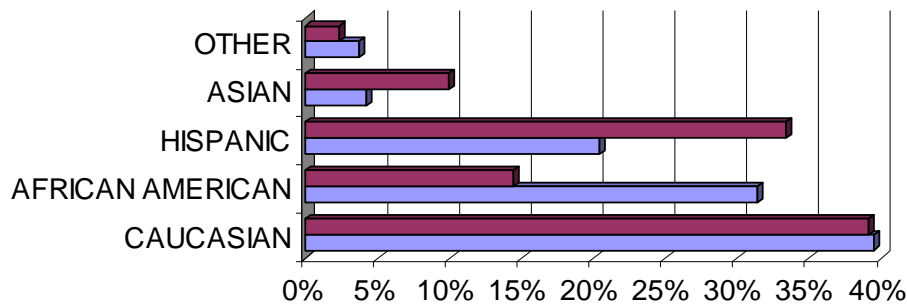


While Odyssey has made considerable progress in more closely aligning the racial and ethnic balance amongst our newly enrolled students with the population of our surrounding community, it will take some time before the overall student body reflects these changes. As a school with nine grade levels and major entry points at only kindergarten grade, it will take a number of years for this improved alignment to be represented in all grades.

Odyssey's current ethnic breakdown for the 2008-2009 school year is: 43% African American, 23% Latino, 30% Caucasian, 3% Asian and 1% other. 35% of Odyssey's current students are Socio-Economically Disadvantaged.

We are proud of our ethnic diversity and have made measurable progress in achieving a racial and ethnic balance among our newly enrolled students that more closely reflects the general population of the communities of Altadena and Pasadena. The table below presents the demographics of these communities.

Altadena & Pasadena Demographics



	CAUCASIAN	AFRICAN AMERICAN	HISPANIC	ASIAN	OTHER
■ PASADENA	39%	14%	33%	10%	2%
■ ALTADENA	40%	31%	20%	4%	4%

Odyssey serves an ethnically diverse population (70% minority population) and we remain committed to ensuring that we have a diverse applicant pool for our school enrollment that is more reflective of the broader community we serve.

Moving forward, , to ensure that the Latino and Asian applicant pool for school enrollment increases to reflect the Latino and Asian populations in the community, Odyssey will implement the following recruitment strategies and new targeted outreach efforts:

Spring of 2009

The Governing Board has adopted a revised enrollment policy that changes our waitlist procedures in such a way that it will now be possible to recruit new students at all grade levels with openings. We believe that this will increase access for Latino and Asian students.

School Year 2009-2010

Odyssey will continue the following recruitment and outreach efforts:

- Spanish information packets will include a general information page, registration form and newly translated Frequently Asked Questions.
- Continue to maintain an English and Spanish website
- Continue to conduct 2 monthly tours: 1 in English and 1 in Spanish.
- Will increase our mailings of postcards with upcoming tour dates to Latino and Asian families in the community from 3,000 to 4,500.

Odyssey will implement the following new recruitment and outreach strategies:

- Odyssey will establish 15 relationships with businesses’ in our community to place flyers and posters in their establishments (libraries, churches coffee shops, ethnic markets, taquerias, recreation centers, doctor/dentist offices, pet stores, etc.).

- Odyssey will increase its efforts to conduct presentations to community based Latino and Asian American organizations from 2 to 5 a year.
- Odyssey will 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 encourage parents to participate in the Latino parent support group that meets on a self determined schedule
- Select personnel fluent in Spanish where applicable.

Odyssey will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

School Year 2010-2011

Odyssey will continue the following recruitment and outreach efforts:

- Update Spanish information packets
- Continue to maintain an English Spanish website
- Continue to conduct 2 monthly tours: 1 in English and 1 in Spanish
- Maintain a minimum of 3,500 postcards with upcoming tour dates to Latino and Asian families in the community
- Increase our business relationships in the community from 15 to 25 to place flyers and brochures of upcoming tour dates
- Odyssey will continue to conduct a minimum of 4 presentations to community based Latino and Asian American organizations
- Odyssey will to continue 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
- Select personnel fluent in Spanish where applicable.

Odyssey will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

School Year 2011-2012

Odyssey will continue the following recruitment and outreach efforts:

- Update Spanish information packets
- Continue to maintain English Spanish website
- Continue to conduct 2 monthly tours: 1 in English and 1 in Spanish
- Maintain a minimum of 3,000 postcards with upcoming tour dates to Latino and Asian families in the community
- Maintain a minimum of 25 business relationships in the community to place flyers and brochures of upcoming tour dates

- Odyssey will conduct a minimum of 4 presentations to community based Latino and Asian American organizations
- 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
- Select personnel fluent in Spanish where applicable.

Odyssey will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

School Year 2012-2013

Odyssey will continue the following recruitment and outreach efforts:

- Update Spanish information packets
- Continue to maintain English Spanish website
- Continue to conduct 2 monthly tours: 1 in English and 1 in Spanish
- Maintain a minimum of 3,000 postcards with upcoming tour dates to Latino and Asian families in the community
- Maintain a minimum of 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Odyssey will continue to conduct a minimum of 4 presentations to community based Latino and Asian American organizations
- 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
- Select personnel fluent in Spanish where applicable.

Odyssey will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

School Year 2013-2014

Odyssey will continue the following recruitment and outreach efforts:

- Update Spanish information packets
- Continue to maintain English Spanish website
- Continue to conduct 2 monthly tours: 1 in English and 1 in Spanish
- Maintain a minimum of 3,000 postcards with upcoming tour dates to Latino and Asian families in the community

- Maintain a minimum of 25 business relationships in the community to place flyers and brochures of upcoming tour dates
- Odyssey will continue to conduct a minimum of 4 presentations to community based Latino and Asian American organizations
- 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
- Select personnel fluent in Spanish where applicable.

Odyssey will review and report on the effectiveness of the above strategies and revise as needed on a yearly basis.

Odyssey will continue to work collaboratively with LACOE to ensure that we serve and represent the broader community, and we remain open to any proposals from the LACOE board that supports more closely aligning the racial and ethnic balance amongst our pupils with the population of our surrounding community.

ELEMENT H

ADMISSION REQUIREMENTS

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

I. ADMISSIONS POLICIES AND PROCEDURES

A. Admissions: Will be open to any resident of the state of California. The Governing Board of Los Angeles County Office of Education shall not require any pupil enrolled in a Los Angeles County Office of Education school to attend Odyssey Charter School. Attendance at Odyssey Charter School is voluntary.

B. Non-Discriminatory Practices

Odyssey Charter School pledges to use nondiscriminatory practices in the recruitment and enrollment of students and will actively recruit a diverse student population reflective of the communities being served by Odyssey.

C. Admission Preferences

In the case of random public drawing, Odyssey will extend a preference to existing students of the school, children of Odyssey staff, and siblings of current Odyssey students, in that order.

D. Enrollment Process and Timeline

During the enrollment period, if the number of children who wish to attend Odyssey exceeds the school’s capacity or the capacity of a particular grade, enrollment, except for existing Odyssey students, will be determined by a public random drawing by family. Public random drawings will allow for the preferences stated above. The school will maintain a waiting list for students not selected through the lottery process based upon the random order established in that lottery. Any openings that have not filled by July 31st of each year through the open enrollment and public random drawing process will be filled on a first-come, first-serve basis. Any openings during the school year will be filled first through the established waiting list and then on a first-come, first-serve basis. See Appendix L for Odyssey’s Enrollment Policy.

E. Enrollment Conditions:

1) Minimum Age Requirements

Students entering kindergarten shall comply with all laws establishing minimum age for public school attendance.

2) Requirements of Families:

Parents must attend a tour and parent orientation prior to enrollment and must sign the Student, Parent and Teacher Commitment to:

- Acknowledge that they understand and value Odyssey’s vision, mission and unique school design as described in the Charter.
- Agree to adhere to the school’s policies and procedures.
- Acknowledge that they have read and discussed the expectations of students and their families; and agree to work together to achieve those expectations.

- Acknowledge that they understand their rights and responsibilities in attendance at Odyssey.

II. Transportation

Given that enrollment in Odyssey Charter School is a “parent choice,” transportation will be the responsibility of the parent and will not be provided by the school, except in specific cases where transportation may be otherwise mandated by law.

ELEMENT I

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

I. BUDGETS AND 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 and California Department of Education. 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. See Appendix M for Odyssey's five-year financial plan containing the following information:

- A projected five-year budget for 260 K-8 students
- Cash flow and financial projections for the next five years of operation
- Report on Odyssey's maintaining a reserve equivalent to that required by law for a school district of comparable size.

II. 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 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, 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

III. ATTENDANCE AND ACCOUNTING

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

Odyssey will provide reporting to LACOE as required by law and as requested by the District 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, the County Office of Education, and the State Superintendent of Public Instruction.

IV. AUDIT

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)(I)

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) 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 and 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 Controllers Guide.

A. Annual Financial Independent Audit

Consistent with charter school legislation, Odyssey will conduct an independent annual audit at the expense of the charter school. The audit will be conducted in conformance with Generally Accepted Accounting Principles (GAAP), and will occur at approximately the same time as LACOE’s audit.

B. Selection of Auditor

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 must be on the State Controllers approved list of educational auditors. Persons involved in selecting and overseeing the auditor’s work do not have a direct, personal financial stake in matters audited.

C. Scope of Audit

Audit will include a review of the financial position of the school and related fiscal policies and procedures. The audit will also include a review of the school’s attendance accounting policies, practices and related reporting.

D. Annual Review Process

Odyssey and LACOE have developed an annual site visitation process, timeline and protocol to enable LACOE to observe overall school operations and the educational program, interview various stakeholders and review related evidence provided by the school. Odyssey will submit an annual written report to LACOE and will make a formal presentation to the Los Angeles County Board of Education. Included in the report and presentation will be Odyssey’s measurable pupil outcomes attained by the school as well as the current financial status of the school.

E. Submittal of Audit

Odyssey’s Governing Board will formally approve and submit a copy of the annual, Revised Odyssey Charter School Renewal Petition

independent audit to LACOE, the State Controller and the California Department of Education (CDE) within the prescribed deadlines required by Education Code Section 47605 (m).

F. Audit Exceptions

Odyssey will immediately notify LACOE of any audit exceptions and/or negative findings and will resolve any exceptions and negative findings in a timely manner to the satisfaction of Odyssey's Governing Board and LACOE and its board.

V. PROGRAMMATIC AUDIT

Each year, Odyssey shall produce a programmatic audit containing, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C. An analysis of whether student performance is meeting the goals specified in Element B. This data should be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's Governing Board during the year.
- Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major change to those policies during the year. Information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

ELEMENT J

PUPIL SUSPENSION AND EXPULSION

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

I. STUDENT DISCIPLINE

Odyssey’s philosophy on discipline emphasizes a positive approach, in which the student is gradually led towards 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. We are equally committed to helping our students grow into healthy, happy, responsible adults. It is also our goal that 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. Our goal is to discourage misbehavior and encourage the student to do better in the future. Odyssey will 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:

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

II. CLASSROOM MANAGEMENT

Each teacher is fully responsible for the discipline in his or her classroom. He or she will collaborate with 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.

Prior to each school year teachers will review their individual classroom management guidelines with the Executive Director. The classroom guidelines will be discussed explicitly with students as teachers are creating a community in their classroom.

Staff and the Executive Director will discuss the school-wide disciplinary guidelines which include conflict resolution techniques. Teachers and staff will be asked to read and discuss current research on classroom management. This will create a common foundation for the staff to discuss frameworks for classroom management style and continue to refine the guidelines to meet the needs of the students in their classrooms.

Teachers are responsible for making their classroom management system known to all staff, their students, volunteers and parents of their students. This is intended to promote partnership and support to carry out the rules and guidelines, ensuring uniformity in understanding, interpretation, and implementation of the system.

III. SUSPENSION AND EXPULSION

Odyssey's suspension and expulsion process will comply with all applicable laws protecting the constitutional and statutory rights of students generally (e.g. right to due process), and of disabled and other protected classes of students. Related policies will be constructed in a fashion that reasonably balances students' rights to due process with the school's responsibility to address an immediate health and/or safety concern and to maintain a safe learning environment. The Executive Director will be responsible for developing and implementing a comprehensive system to ensure that said due process and related protections are upheld by all staff. The Executive Director, School Counselor or designee may recommend a student for expulsion based upon a violation of any of the enumerated offenses below. The Governing Board has the authority to expel a student pursuant to the procedures listed below. The Governing Board's decision is final. Students who are expelled will be referred back to their district of residence. Students expelled by Odyssey will not be eligible to enroll in another school as a means of avoiding the suspension or expulsion. Likewise, students expelled from another school will not be eligible to enroll at Odyssey as a means of avoiding the expulsion.

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:

1. 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.
2. 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.
3. 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.

4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.

20. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
21. 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

If it is determined by the Governing Board that a student has brought a fire arm or explosive on to campus in violation of #2 above, the student shall be expelled for one year, pursuant to the Gun-Free Schools Act of 1994.

Suspension Procedure: The Executive Director shall have the authority to suspend a student, according to the following procedures:

1. **Conference:** Suspension shall be preceded by a conference by the Executive Director, School Counselor or designee with the student and whenever practicable, the teacher, supervisor or school employee who witnessed the behavior(s) leading to suspension. 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.
2. The conference may be omitted if the Executive Director, School Counselor 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 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.

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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the 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 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such request without delay.

4. 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, School Counselor or 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, School Counselor or designee upon either of the following determinations: 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.

Authority to Expel: Only the Governing Board of Odyssey Charter School (hereafter, referred to as "Board") may expel a student. The Board may expel any student found to have committed an expellable offense(s) listed above in the "Grounds for Suspension and Expulsion." A student may be expelled by the Governing Board following a hearing.

The Executive Director shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the school.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) 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.
- (5) Possession of an explosive.

Except for expulsions for the specific offenses listed directly above, the Governing Board may only expel a student upon making findings that the student committed the expellable offense and that at least one of the following findings is substantiated:

1. That other means of correction are not feasible or have failed to bring about proper conduct; or

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures: A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The student may be suspended during the expulsion process. The hearing shall be held in a timely manner, not to exceed thirty (30) days after the Executive Director, School Counselor or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing shall be held in closed session 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) days before the date of the hearing. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Odyssey Charter School’s student discipline guidelines and/or grounds for suspension and expulsion, which relate to the alleged violation;
4. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
5. The right to inspect and obtain copies of all documents to be used at the hearing;
6. The opportunity to confront and question all witnesses who testify at the hearing;
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
8. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;

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.

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. The decision to expel must be supported by substantial evidence that the student committed any of the acts listed in “Grounds for Suspension and Expulsion” above and meets one of the findings specified under “Authority to Expel” above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the accused 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 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 recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel: The Executive Director, School Counselor or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the acts listed in “Grounds for Suspension and Expulsion” above.
2. 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 Odyssey Charter School.

The Executive Director, School Counselor or designee shall send a copy of the written notice of the decision to expel to the student’s district of residence. This notice shall include the following:

1. The student’s name
2. The specific expellable offense committed by the student

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 District upon request.

No Right to Appeal: The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

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 (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission: The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director 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 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

The Charter School may, upon finding a 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 which shall be examined only by the Governing Board. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. 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 days 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.
2. 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.
3. At the discretion of the person or Governing Board, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person 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.
6. 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. 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.

8. 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.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. 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 circumstances 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.

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

i. Notification of SELPA/County Office

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

ii. 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 or 504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis assessment 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.

iii. 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 or 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

1. 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;
2. 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
3. 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 or 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 or 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.

iv. 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.

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.

Students with a 504 Plan may appeal the decision regarding the manifestation determination pursuant to the 504 policies and procedures.

v. 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, School Counselor 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.

vi. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district'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:

- a) The parent/guardian has expressed concern in writing 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. If a parent expresses a concern orally and is unable to write, the staff shall provide assistance to that parent.
- b) The parent has requested an evaluation of the child.
- c) 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

STAFF RETIREMENT SYSTEM

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)

EMPLOYEE RETIREMENT SYSTEM

Odyssey staff will participate in the federal social security system to the extent required by law. For all certified employees, Odyssey will participate in the State Teachers Retirement System. For all classified employees, Odyssey will participate in the Public Employees Retirement System.

ELEMENT L

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).

Any student choosing not to attend Odyssey or who is expelled from Odyssey has the same rights to apply for attendance to his or her district of residence, as any other students in their district of residence. The district of residence would either admit or deny admission based on applicable laws and local policy decisions governing such enrollment or denial of admission. Students may also apply for an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

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

DESCRIPTION OF EMPLOYEE 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).

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 rights and return rights afforded the employee will be governed by the policy of that public school district or LACOE respectively, 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 PROCESS, OVERSIGHT, REPORTING and 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—(California Education Code Section 47605(b)(5)(N).

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.)

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.

All: 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.
- **Parents:** 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 Members:** 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 Contractors:** 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).

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.

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.

Renewal

Petitions for renewal of the charter shall be considered by LACOE in accordance with Education Code Section 47607 and the standards and criteria contained in Education Code Section 47605. Odyssey must meet one of the minimum renewal criteria contained in Section 47607 to be approved for renewal by LACOE.

Reasonable Opportunity to Correct Performance Issues

Odyssey shall have a reasonable opportunity to correct any deficiencies in its performance prior to revocation unless the Los Angeles County Board of Education finds, in writing, that the violation presents an imminent threat to the health or safety of students. LACOE shall comply with all provisions of Education Code Section 47607 pertaining to due process before revoking the charter.

Uniform Compliant Policy and Procedures

Scope

Odyssey Charter School's ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local educational 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 actual or perceived age, sex, sexual orientation, gender, 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

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 Principal 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 Governing Board designates the following compliance officer(s) 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, School Counselor, or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties.

The Executive Director, School Counselor 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 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.

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 5 CCR 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.

The above referenced Uniform Compliant Policy and Procedure may be amended by Odyssey Charter School to comply with state and federal law as it is amended from time to time. Such amendments shall not be considered material amendments but LACOE staff shall be notified if such changes are made to the uniform compliant procedure.

ELEMENT O

LABOR RELATIONS

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 elects to be the exclusive public school employer of the employees of the school for the purposes of the Educational Employment Relations Act.

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).

Odyssey Charter School shall follow the school closure provisions of the LACOE charter school policy and regulations and the State Board of Education school closure provisions in the event of school closure. The following additional provisions relating to school closure shall apply.

I. ADMINISTRATION

The Odyssey Governing Board will be the responsible entity for oversight of the school closure procedures and the Executive Director shall be primarily charged with implementing school closure procedures mandated by the SBE charter school closure regulations. The school Executive Director of Operations will be employed after the closing of the school for a period of time adequate to facilitate school closure, disposition of assets and the transfer of all student records.

II. DISPOSITION OF ASSETS

All goods and materials purchased by Odyssey with funds received by the Corporation will be owned by the Corporation as the not-for-profit sponsor organization and will remain so notwithstanding any revocation of the Charter by the County Board. In the event that Odyssey closes, the assets and liabilities of the school will be disposed of by the governing board to another charter school, non-profit organization, or other appropriate entity in accordance with the asset disposition provisions of the school’s articles of incorporation and all related laws and regulations. Notwithstanding to above, all restricted funds shall be returned to their respective sources. Additionally, a full list of equipment, furniture, and instructional supplies must be documented prior to assets being distributed. The Governing Board members will attend to enumerating and disposing of the assets and liabilities as directed in the articles of incorporation, and the board treasurer shall ensure that a final audit of the school’s assets and liabilities is performed. A final audit will be completed and provided to LACOE within 60 days of school closure. Odyssey’s reserves will be utilized to pay for this final audit. (Education Code 47605(b)(5)(P).

III. NOTIFICATION

Odyssey Charter School's Governing Board will provide the students and parents a 90-day notice of the voluntary closure of the school or revocation of the Charter by the County Board. The charter school shall also notify all other government entities as mandated by the SBE charter school closure regulations. The closing will generally be at the end of the school year. However, the Charter School may be closed during the school year if the Charter School has exhausted all of its administrative and legal remedies after revocation.

IV. TRANSFER OF RECORDS

The Governing Board will ensure the transfer of official student records to the students' district of residence or LACOE upon school closure. Parents will also be provided with copies of appropriate records. The Governing Board shall transfer all employee records in accordance with the SBE charter school closure regulations.

V. COST OF CLOSURE

The Governing Board shall cover the cost of closure of the Charter School out of its reserves.

ELEMENT Q

POTENTIAL EFFECT ON SPONSORING ENTITY

Facility: 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 included in Appendix N. 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.

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

Administrative Services: Odyssey anticipates providing its own administrative services or conducting 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 of Odyssey, not to exceed 1% of the public revenue of the school as described by Education Code Section 47613(F). It is anticipated that these services might include the following in addition to those items contained in the LACOE Charter School regulation 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 Section N of this Charter.

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

- 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 MOU or contract identifying the list of services and cost of providing same.

Fiscal: Enrollment projections and financial projections for the next three years will be included with the renewal charter (Appendix M). The Annual Report will include an update on the financial status of the School. It is not anticipated that Odyssey will cause any decline in the number of students served by LACOE.

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.

Potential Civil Liabilities: Odyssey is a California Nonprofit Public Benefit Corporation Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or a nonprofit public benefit corporation is not 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, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.

ELEMENT R

MISCELLANEOUS CLAUSES

TERM OF CHARTER

The term of this Charter shall begin on July 1, 2009 and expire five years thereafter.

AMENDMENTS TO CHARTER

This Charter may be materially amended only by the mutual consent of Odyssey and the County Board by an instrument in writing. Material amendments will be made pursuant to the standards, criteria and timelines in Education Code Section 47605.

COMMUNICATIONS

All official communications between Odyssey and LACOE will be sent via First Class Mail or other appropriate means to the following address:

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

LACOE
9300 Imperial Highway
Downey, CA 90242

COOPERATIVE RELATIONSHIPS

The County Board, LACOE, Odyssey's Governing Board and the school 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.

NON DISCRIMINATION DECLARATIONS

Odyssey will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. Odyssey will not discriminate on the basis of the characteristics described in Education Code Section 220.

CONFIDENTIALITY AGREEMENT

The Governing Board, Odyssey staff, independent contractors and 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.

INDEMNIFICATION CLAUSE

As Odyssey is a California Nonprofit Public Benefit Corporation, under Education Code Section 47604(c); the County Board shall not be liable for the debts or obligations of Odyssey. With respect to its operations Odyssey shall hold harmless, defend and indemnify

LACOE, its board members, officers, directors, employees, agents and volunteers, from any and all liabilities, claims, suits, losses, damages, demands, expenses, costs (including but not limited to attorneys' fees and costs) and/or proceedings that may arise out of or be related to any negligence, default, errors or omissions, or acts of Odyssey, its boards, officers, directors, staff, employees, agents or students under this Charter,. The County Board shall be named as additional insured under all insurance carried by Odyssey Charter School.

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. (Appendix O)

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.

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.

COSTS AND EXPENSES RELATED TO THE CHARTER

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.

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.”

INSURANCE OBLIGATIONS

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

b. 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.

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

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

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.