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# Report to the Los Angeles County Board of Education

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**Name of School:** Odyssey Charter School

**Date:** December 1, 2009

## EXECUTIVE SUMMARY

(Maximum two pages. Include highlights, provide significant outcomes/achievements not included elsewhere in the report.)

Each year Odyssey is committed to refining and strengthening its vision and overall educational program. It is a thriving community of learners that students often refer to as a “family.” Throughout each year our focus is on a consistent standards based instructional program to improve academic achievement as demonstrated by the standardized tests and school wide curriculum embedded assessments. We continue to gather information on an ongoing basis from these assessments in order to examine and refine our program to produce proficient students with superior character and leadership skills.

In the 2008-2009 school year, Odyssey’s main focus was to increase our API score, exit Program Improvement and successfully re-charter the school for another five years. We achieved all three of these goals through the dedication of our Governing Board, faculty, parents and students and with the continued support of LACOE.

From September 2008 - June of 2009 Odyssey has accomplished the following key items:

- 28 point increase in our API score. It is now 795.
- Met all of our AYP criteria for the 2nd consecutive year in a row and successfully Exited Program Improvement.
- 61% of our students are at or above proficient in English Language Arts, exceeding the state mandate by 15%.
- 58.7% of our students are at or above proficient in Mathematics, exceeding the state mandate by 11.2%.
- In looking at the trends for the past three years of CST data, Odyssey is closing the achievement gap in English Language Arts for both its sub groups of African American and Socioeconomically Disadvantaged.
- In looking at the trends for the past three years of CST data, Odyssey is closing the achievement gap in Mathematics for both its sub groups of African American and Socioeconomically Disadvantaged.
- Consulted with New Visions Foundation from September through November to support the development of Town Hall meeting and discussions to ensure the re-chartering was an inclusive process that included OCS Governing Board members, parents, students and faculty.
- Professional Development for staff with New Visions on “Council” training to integrate into our classrooms, students social and emotional development and school culture.
- Continued our Extended the school day three hours per week to focus on math intervention/enrichment strategies.
- Welcomed 4 new members to our Governing Board: Tammy Godley, Rick Bischoff, Ernesto Saldaña, and Robert Bravo.
- Revised our multiage structure to ensure optimal learning at all grade levels. Our revised structure is straight K, 1st/2nd, 3rd/4th, 5th/6th. 7th and 8th grade classes are broken into block scheduling for math/science and English Language Arts/History.

## **EXECUTIVE SUMMARY (Continued)**

- Hired a Director for Community Relations, Carlos Garcia Saldaña, assist in our recruitment and outreach strategies to the Latino/Hispanic community.
- On March 3, 2009 achieved approval for another 5 years of operation on our charter.
- Perspectives of Learning Math Institute” to continue our professional development with Catherine Twomey Fosnot supplemental math program called Contexts for Learning.
- Sent five teachers to Teacher’s College summer institute on “The Reading and Writing Project.”

Looking ahead, Odyssey’s intention is to continue to focus on the academic achievement of our students by continuously reviewing student performance and modifying our instructional practices to ensure the needs of all students are being met. Additionally, we are committed to our Recruitment and Community Outreach strategies in an effort to more closely align the racial and ethnic balance amongst our pupils with the population of our surrounding communities.

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## I. VISION STATEMENT (As stated in the charter, if applicable)

Odyssey Charter School is a “Classroom Without Walls” – an individualized, nurturing environment for learning, where students gain real-life knowledge, skills and understanding through a dynamic collaboration with teachers, parents, and the wider community.

### A. Mission Statement (As stated in the charter)

The mission of Odyssey Charter School is to create a self-motivated, socially responsible life-long learner. This is achieved by creating an active and engaging multiage learning environment that is committed to academic excellence – one that goes far beyond the walls of the traditional classroom, into a broad-based partnership with parents and the wider community. Project-based teaching, constructivist strategies, curricula based on Howard Gardner’s theory of Multiple Intelligences, Daniel Goleman’s Emotional Intelligence and Harvard’s Thinking for Understanding Framework all combine with service learning and community collaborations to cultivate understanding and creativity. Together, they provide students with transferable real-world skills and understanding – the tools and values they need for their own emotional well-being and to be socially responsible in a rapidly changing global community.

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. 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.

### B. Describe Whom the School is Attempting to Educate (As stated in the charter)

Odyssey is designed to serve K-8 urban children who learn best by ‘doing’. Odyssey’s unique school design offers families in Pasadena and the surrounding communities with another public school choice, particularly for the following target population:

- Students whose learning style 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.

## II. SCHOOL PROFILE

**A. Community Served** (As stated in the charter; include geographic boundaries, cities, local public schools, general demographic information, etc.)

Odyssey is open to any resident in the state of California. Odyssey is designed to serve K-8 urban children who learn best by 'doing'. Odyssey's unique school design offers families in Pasadena and the surrounding communities with another public school choice. Below are a table representing the school districts our students would otherwise attend and our demographics for the 2008-2009 school year.

**B. Comparison Schools** (List the schools, provided by the Charter School Office, used in this report for comparing the performance of the charter school to local public schools. Include grade levels served by comparison schools.)

Odyssey's comparison schools are Franklin Elementary School (Pre Kindergarten through six) and Loma Alta Elementary School (Pre Kindergarten through six) located in the Pasadena Unified School District.

**C. Schools of Residence** (List schools students attending the charter would otherwise attend. List in order of greatest to lowest percentage of enrollment at the charter. Do not include schools providing less than 5% of the charter's enrollment.)

School	District	# of Enrolled Students	% of Total Enrollment
Eliot Middle School	Pasadena Unified School District	39	15%
Franklin Elementary	Pasadena Unified School District	19	7%
Loma Alta Elementary	Pasadena Unified School District	16	6%
Washington Middle School	Pasadena Unified School District	11	4%

**D. Demographics of Charter School and Comparison Schools** (Provide Ethnicity/Race data from DataQuest, School Enrollment by Ethnicity. Use STAR/CBEDS data from the Accountability Progress Reporting (APR) for other demographic categories.)

Demographic Variable	Charter School	Comparison Schools (Enter the school name in the columns, below.)			
		Name: Franklin	Name: Loma Alta	Name:	Name:
<b>Ethnicity/Race</b> (DataQuest)					
African American	47	26.5	43.8		
American Indian or Alaska Native	1	0	0		
Asian	2	0	1.4		
Filipino	0	1	.7		
Hispanic or Latino	23	70	38.9		
Pacific Islander	0	0	0		
White	27	2.9	11.5		
<b>Other</b> (APR)					
% Free/Reduced Price Lunch	36	85	65		
% Gifted & Talented Program	0	8	5		
% Migrant Education Program	0	0	0		
% English Learners	0	24	15		
% Reclassified Fluent English Lang. Proficient	0	13	5		
% Students with Disabilities	7	9	22		
Average Parent Education Level	3.76	2.28	2.85		
% Parents not a High School Graduate	0	14	15		

Explain reason(s) for significant discrepancies between the charter and comparison schools, if any exist.

Odyssey’s current enrollment policy states, “Admission to Odyssey Charter School is open to any resident of the State of California. Odyssey Charter School pledges to use non-discriminatory processes and will actively recruit a diverse student population from the communities being served by Odyssey within the territorial jurisdiction of the Los Angeles County Office of Education. As such, Odyssey draws from Pasadena, South Pasadena, Tarzana, Alhambra, Azusa, Burbank, Glendale, La Puente and Los Angeles. For the 2008-2009 school year 64% of our student’s residence is in the District of Pasadena and 36% from Los Angeles Unified School District and other. Furthermore, Odyssey’s retention rate is at 97% allowing for less available spaces.

To ensure that every effort is made to recruit families from diverse communities Odyssey reviews the demographics of the applicant pool each year. The table below represents data collected from completed registration forms of interested families. There were 224 applications for the 2008-2009 school year. There were a total of 51 spaces available; of those 51 spaces 28 were given to sibling preference and 23 spaces were open for Non-Siblings.

**E. Student Recruitment** (Describe the recruitment process and how, if appropriate, that process reduces or eliminates the gap between the demographics of the charter and comparison schools as reported in D on the previous page.)

To ensure that Odyssey’s applicant pool and school enrollment is diverse and reflective of the communities being served by the school, promotional and informational material that appeal to all racial, ethnic, potential language and socio-economic groups have been developed, distributed and utilized in advertisements, mass mailings, and outreach events. Furthermore, in the 2008-2009 school year, Odyssey re-evaluated its recruitment procedures and came to the conclusion that it would be best to hire a Director of Community Relations and School Counselor to focus our efforts in ensuring we are reaching a diverse applicant pool. In February of 2009 Odyssey hired Carlos García Saldaña as our Director of Community Relations and School Counselor.

More specifically, the following targeted recruitment efforts were completed during the 2008-2009 school year.

- One Mass mailings (Spanish postcards) – January 2009
- Two Mass Mailing (English Postcards) – January 2009
- Tours with Tour Info Packs (English) – Monthly- September 2008 through June 2009
- Tour with Tour Info Packs (Spanish) – Monthly February 2009 through May 2009
- Advertising in La Opinion—Monthly January 2009 through June 2009
- Door-to-door flyer campaign to 250 neighbors surrounding the school—March 2009
- Information Sessions at the following community locations:
  - o Mother’s Club of Pasadena
  - o Local Pre- Schools- Altadena Nursery School & Westminster School
  - o Neighborhood Apartment Complex

**F. Demographics of Applicants and Enrolled Students by Grade Level** (Use application form data for Applicants. Use data from DataQuest School Enrollment by Gender, Grade & Ethnic Designation for Enrolled Students.)

Grade Level	Total # Applicants		Total # Enrollment		African American		American Indian/ Alaska Native		Asian		Filipino		Hispanic/ Latino		Pacific Islander		White		English Learners		Re-designated Fluent English Proficient		Students with Disabilities (IEP)		Free or Reduced Price Lunch		
	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	# Applicants	# Enrolled	
K	103	31	13	5	1	1	12	2	2		22	7			53	16											6
1	14	29	4	9							6	9		1	4	10											13
2	30	31	11	8		1	2				9	8			8	14											12
3	18	28	10	13				1			7	6			1	8											8
4	23	31	10	12			1		1		7	7			4	12											10
5	19	29	8	15			2	1			2	9			7	4											11
6	16	29	9	18				1	1		3	5			3	5											10
7	17	28	8	15			1		1		3	4			4	9											6
8	7	19	8	13							1	6			1	0											7
9																											
10																											
11																											
12																											

**G. Extended Learning Opportunities** (Provide information about the instructional program offered beyond the regular school day such as before or after school, Saturday, summers, etc.)

Program Name & Description	Funding Source (Title I, 21st Century, etc.)	Criteria for Enrollment	Hours of Operation	Dates of Operation	# Students Participating	# Staff Participating
Extended Day		CST Scores	2:30-3:30p m	Tuesday, Wednesday & Thursday	67	10

**H. Student Assessment** (Describe the procedures and instruments used for assessing initial student placement and interim progress. Include procedures and instruments used for English Learners, low achieving students, and high achieving students.)

Odyssey utilizes a variety of assessment tools on an ongoing basis to best understand the needs of each individual student. Assessments are designed to support and guide instructional practices, the learning process, and to help students achieve personal mastery. The following are the various assessment tools utilized by Odyssey:

Standardized Tests-- Odyssey continues to conduct pupil assessments in compliance with Section 60605 of the Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Odyssey has conducted the CST and CAT/6 and CELDT testing.

Pre and Post Tests-- Odyssey continues to utilize Renaissance Learning, STAR Reading and STAR Math, a web-based Pre/Post testing system as a reliable and viable assessment tool to determine the appropriate grade level and level of challenge for each student.

Individualized Learning Plans (ILP)-- Odyssey continues to conduct ILP's each year since 2004. Each individual child has an Individualized Learning Plan with three goals. The goals are set each fall, in an ILP meeting involving teacher, parents and student. Goals are determined by reviewing each student's ILP Portfolio which contains: CST results, observations, student interviews, self-assessments, curriculum/publisher-provided tools, phonological awareness assessments, phonics assessment, running records, spelling inventory, surveys, writing inventory, reading comprehension profile. Each goal has specific strategies, tailored to the individual student, and gives responsibility to the parent, teacher and student for the achievement of the goal. In the spring, the team meets once again to assess the progress towards the three goals and ways in which the team can continue supporting the child's academic and social development throughout the summer months in preparation for the following school year. ILP's are one of the unique features of Odyssey's Educational Program and serves as the umbrella by which all individual learning is documented, tracked and celebrated. ILP's are the focal point of the program and helps teachers, students, parents and the administration understand the strengths and areas of challenge for individual students. Every aspect of our school is directly tied to the implementation of the ILP process, including but not limited to assessments, parent participation, intervention programs, enrichment programs, and the allocation of funds.

**I. Curriculum** ( Describe how the curriculum, instructional program, and strategies used at the charter school differ from traditional public schools and support the vision and mission of the school.)

Odyssey is similar to traditional public schools in that it follows and honors the California State Standards for core curriculum. The framework provides structure for measuring progress, as it outlines specific learning and performance goals. Odyssey continues its commitment to these performance goals to ensure that all students can demonstrate competent skills, knowledge and mastery of the state content standards. Additionally, the framework provides benchmarks for measuring and evaluating student progress, and provides a blueprint for meaningful instruction- outlining the necessary skills, knowledge and concepts students must achieve at specific grade levels.

While the core instructional content is similar to traditional public schools, Odyssey differs in its curricular approach, which includes individualized learning strategies, and hands-on, project-based instructional programs. During the ILP Process personal performance goals and specific academic goals are set. Additionally, individual learning preferences, areas for improvement, and supportive strategies are addressed to create a blueprint for success for each individual student. Teachers create strategies and adapt classroom practices to honor the learning preferences and multiple intelligences acknowledged in the ILP. Our classroom practices are grounded in a workshop format allowing for students to work independently, in pairs, in small groups, or in a larger collaborative arrangement for project-based learning. This structure honors the learning disposition of the individual and plays to the strengths of each member of the group. Additionally, this student-driven approach instills a sense of leadership and self-direction within the learning process.

In addition to core academics, The Social Responsibility and Emotional Well- Being components of our charter remain distinguishing characteristic of our school culture by promoting citizenship and providing students with a global awareness and respect for all ways of life and culture, tools for mediation, and problem-solving strategies. Finally, Odyssey's dedication to the arts and music is unique to our learning environment and places an emphasis on incorporating arts into the daily curriculum, to enrich the instructional content outlined by the state standards.

**J. Technology** (Describe how technology is integrated into the curriculum, technology standards are addressed and technology supports the school's vision and mission.)

1. Number of working computers in classrooms at each site: 15
2. Number of working computers in the classroom with internet access at each site: 15
3. Number of working computers in computer lab (if applicable) at each site: 30
4. Number of working computers in computer lab with internet access at each site: 30

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, and 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 where 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.

**K. Compliance with Special Education Services** (Provide the following information.)

1. Number of students with an Individualized Education Program (IEP): 26
2. Number of fair hearings: 0 mediations: 0 settlements: 0
3. Number of complaints to the school: 0 to CDE: 0 to OCR: 0



**C. Board Meetings**

Number of Board members that constitute a quorum: <sup>4</sup>\_\_\_\_\_

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b># of Board Members Present</b>
07/03/08	4:00pm	Odyssey Charter School	5
07/07/08	4:00pm	Susan Ruffins' Residence	6
07/14/08	4:30pm	Lauren O'Neill's Residence	8
09/02/08	5:00pm	Odyssey Charter School	7
10/07/08	6:00pm	Odyssey Charter School	8
11/11/08	5:00pm	Lauren O'Neill's Residence	8
11/18/08	6:00pm	Lauren O'Neill's Residence	6
11/25/08	4:30pm	Lauren O'Neill's Residence	8
12/09/08	7:00pm	Odyssey Charter School	7
01/27/09	6:00pm	Odyssey Charter School	9
02/24/09	6:00pm	Odyssey Charter School	5
03/03/09	6:00pm	Susan Ruffins' Residence	6
03/24/09	5:00pm	Odyssey Charter School	7
04/21/09	4:30pm	Odyssey Charter School	8
04/28/09	6:00pm	Odyssey Charter School	7
05/26/09	4:00pm	Odyssey Charter School	4
06/04/09	6:00pm	Odyssey Charter School	8
06/23/09	6:00pm	Odyssey Charter School	6

Attach as appendix if more space needed.

#### IV. SUMMARY OF CHARTER SPECIFIC ACCOUNTABILITY

- A. Measurable Outcomes** (List all schoolwide and pupil outcomes, academic and nonacademic, as stated in the charter. State whether each was met /not met and provide substantiating data indicating the means by which progress was measured. If not met, indicate the degree/percent of progress and the manner in which the school plans to improve/increase performance in the current school year. Include data charts, if applicable, as **Appendix IV A.**)

Odyssey students will demonstrate, at a developmentally appropriate level, a variety of skills, knowledge and qualities essential to their educational development. Our 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 outcomes and relevant data on student performance are found in Appendix IV.A.

**IV. A. Measurable Outcomes (Continued, if needed)**

## V. SUMMARY OF STATE ACCOUNTABILITY

**A. Academic Performance Index (API)** (Submit the charter school’s three most recent Accountability Progress Reporting (APR) Growth and Base Reports including all subgroups or use the Online Assessment Community (OAC) to provide the reports containing the same data. Attach as **Appendix V A.**)

1. Identify inferences or conclusions drawn from the APR reports including growth or decline patterns or trends.

Odyssey has remained focused on evaluating our curriculum and assessing student learning and growth. We acknowledge that it is imperative to ascertain what strategies and practices are yielding successful results, and to examine and address how and where to implement new strategies for improved student performance. To gain a thorough understanding of our curriculum implementation and to evaluate student progress we have used the strategies:

(•) Analyzed STAR test data, (•) Monitored Individualized Learning Plans (ILP’S), (•) Discussed throughout our staff meetings, (•) Analyzed student work samples, (•) Focused on staff professional development plan, (•) Collegial coaching and peer mentoring, (•) Hired outside consultants and solicited parent feedback on our curriculum.

As a result of our concentrated efforts, we have seen a substantial increase in our API scores as noted in the chart found in Appendix V.A.

**B. Public School Comparison** (Attach comparison schools data provided by the Charter School Office as **Appendix V B.**)

1. Analyze the charter school’s API data as compared to its assigned comparison schools. Compare statewide and similar schools ranks, API score, API base, API growth target school-wide and for each numerically significant subgroup.

Per the below table, Odyssey is out-performing Loma Alta by 55 points and Franklin is outperforming Odyssey by 19 points. Additionally, the same is for the state wide ranks and similar school rankings.

School	2009 API Score	2008 State Wide Rank	2008 Similar School Rank
Odyssey Charter School	795	5	3
Loma Alta Elementary	740	3	5
Franklin Elementary	814	7	10

When comparing subgroups, all 3 groups share in common African American and SES. Odyssey does not have a numerically significant subgroup of Hispanic and English learners. When comparing the data it demonstrates that Franklin is out performing Odyssey while Odyssey is out performing Loma Alta.

African American Students				Hispanic/Latino Students			
School	Base	Target	Growth	School	Base	Target	Growth
Odyssey	734	5	15	Odyssey	n/a	n/a	n/a
Loma Alta	710	5	-15	Loma Alta	714	5	36
Franklin	778	5	20	Franklin	815	n/a	2

  

SES Disadvantaged Students				English Language Learners			
School	Base	Target	Growth	School	Base	Target	Growth
Odyssey	713	5	64	Odyssey	n/a	n/a	n/a
Loma Alta	707	5	-3	Loma Alta	n/a	n/a	n/a
Franklin	807	n/a	-3	Franklin	768	5	-11

**C. California Standards Test (CST)** (Submit the charter school's three most recent DataQuest STAR CST Results Full Report as **Appendix V C.**)

1. Analyze the school's current year performance including participation rates, areas of relative strength and weakness. Describe growth or decline patterns or trends over the three-year period.

For the 2008-2009 school year, Odyssey had 100% participation and a gain 28 points. Our current API score is 795. Areas of strength for Odyssey continue to be in our English Language Art scores. In 2007, 41.5% of our students were proficient or advanced, in 2008 it increased to 49.2% and in 2009 it increased to 61.1% exceeding the state requirement of 46%.

For the past 3 years, Odyssey has been focusing on its mathematics curriculum and has seen marked improvement. In 2007, 36.9% of our students were proficient or advanced, in 2008 it increased to 54.7% and in 2009 it increased to 58.7% exceeding the state requirement by 11.2%.

More specifically, in analyzing growth and decline patterns at each grade level and curricular area, Odyssey demonstrates substantial growth in both ELA and Mathematics across the grades of students reaching proficient and or advanced scores.

(Comparison charts for these scores are included in Appendix V.C.)

**School-wide Analysis and Trends**

While Odyssey has much to be proud of with increases in all areas other than the 8th grade class decline in both ELA and Mathematics we will be focusing our efforts to increasing the percentage of students at the 6th through 8th grade class achieving proficient or advanced scores. In 2007 we returned to block scheduling for our middle school students and in 2009 we re-structured our multiage classes to straight K, 1/2, 3/4/ 5/6 and 7th and 8th grade specifically to support the learning and development of our middle school students. As a result we anticipated an increase in our middle school scores for the 2010 school year.

**D. California English Language Development Test (CELDT)** (Submit the charter school's most recent DataQuest CELDT Results and Criterion Report ( Annual Assessments/All Students.) Attach as **Appendix V D.**)

1. Analyze the school's current year performance. Describe trends or patterns over the previous year.

Although Odyssey 2008-2009 CELDT scores are not in Dataquest, we have attached our Performance Level Summary Report from McGraw-Hill (Appendix V.D) demonstrating that for the 2008-2009 we tested 13 students on the California English Language Development Test. Those results were: In kindergarten 1 is Early Advanced, 2 are Intermediate, and 1 is beginning. In first grade we had 2 Early Advanced and 1 Intermediate. In second grade 1 student was Early Advanced, in 3rd grade 1 was Advanced and 1 was Intermediate, in fifth grade 1 was Early Advanced, in sixth grade one was Advanced and in seventh grade 1 was Advanced. For the 2007-2008 school year, we tested a total of 4 students on the California English Language Development Test. Those results were: In second grade 1 was beginning and 1 was advanced and in fourth grade 2 were advanced. These results demonstrate that Odyssey is increasing our population of English learners and tracking their development of the to ensure that our EL students are able to fully participate in the school's Academic Excellence component while transitioning to Fluent English Proficient.

## V. SUMMARY OF STATE ACCOUNTABILITY – HIGH SCHOOLS ONLY

**E. California High School Exit Exam (CAHSEE)** (Submit the school's most recent DataQuest CAHSEE School Report for All Grades, both English-Language Arts and Mathematics as **Appendix V E.**)

1. Summarize CAHSEE pass rates for 10th grade and for all students using California's pass rate standard. Indicate if rates are an increase or decrease from the previous year. Compare the charter school's pass rates to those of its assigned comparison schools.

**F. Graduation Data** (Submit the school's most recent DataQuest Graduation Data Reports: Graduation Rates Based on National Center for Education Statistics (NCES) Definition by School; Grade 12 Enrollment and Graduates; Graduates and Graduates with UC/CSU required Courses by Gender and Ethnicity as **Appendix V F.**)

1. Summarize the charter school's graduation and UC/CSU credit rates. If data is unavailable, explain the reason and how the school is addressing the issue.

## VI. SUMMARY OF FEDERAL ACCOUNTABILITY

**A. Adequate Yearly Progress (AYP)** (Submit the charter school's three most recent Accountability Progress Reporting (APR) AYP School Report that shows all indicators used to measure AYP as **Appendix VI A.**)

**B. Charter School Performance** (Analyze the school's performance in meeting AYP. Include Participation Rates and applicable Annual Measurable Objectives (AMOs): Schoolwide API, CST English-Language Arts and Mathematics (*Elementary/Middle Schools*), Graduation Rates and CAHSEE tenth grade performance, Federal criteria (*High Schools*). Describe targets met/not met. For targets not met, describe steps the school is taking to increase performance.)

In analyzing the three most recent Accountability Progress Reporting (APR) AYP School Report Odyssey has successfully met all of their AYP criteria for the second consecutive year, thus exiting Program Improvement. In 2007, Odyssey met 12 of 13 criteria with our Socioeconomically Disadvantaged not making their AYP goal in the area of mathematics. In 2007, 24.1% of our SED population was Proficient or Advanced and in 2009 65.2% are Proficient or Advanced with an increase of 41.1% in two years. We contribute the progress and increases in meeting our AYP to the concentration in our mathematics curriculum over the past few years as well as our extended day program for math tutoring for our "at risk" population.

Furthermore, in reviewing trends over the past three years Odyssey is closing the achievement gap in both English Language Arts and Mathematics in both subgroups. In the 2007 English Language Arts CST's, the gap for our African American population was 11.7 and in 2009 it is 9.4 for a difference of -2.3 demonstrating the gap is closing. In our SED population the gap was 17.4 and in 2009 8.9 for a difference of -8.5 demonstrating the gap is closing. In the 2007 Mathematics CST's, the gap for our African American population was 8.3 and in 2009 it was 7.6 for a difference of 0.7. In our SED population the gap was 12.8 and in 2009 it was 6.5 for a difference of -6.3 demonstrating the achievement gap is closing.

(A detailed table showing these results is found in Appendix VI.A)

**C. School Improvement (PI) Status** (Submit the charter school's most recent Accountability Progress Reporting (APR) School Report – PI Status as **Appendix VI C.**)

1. Is the school designated as a Program Improvement school? No  Yes
2. If yes, specify the specific PI year designation: Year 2004 Attach the two-year PI Plan as an Addendum. Briefly describe steps the school is taking to maintain/achieve Safe Harbor or exit PI.

In 2004, Odyssey entered PI status. In 2005 Odyssey became a PI-Year 2 school. In 2006, Odyssey met all of the AYP criteria and therefore did not progress any further in PI. Odyssey did not meet its 2007 goal of exiting PI status and therefore moved to PI-Year 3 status. Again in 2008, Odyssey successfully met all of its AYP criteria and is committed to exiting Program Improvement Status by 2009. Upon entering PI status, in 2004/2005, the school modified its strategic plan, initially with a literacy focus, to include a focus on math intervention strategies for underperforming students. The school also chose to re-evaluate the Language Arts curriculum and to create a Professional Development plan to ensure the English Language Arts content standards would be addressed in depth, so that students would reach Proficient levels by the end of the school year. This concentrated focus had a positive impact on the STAR ELA results. In 2004, Odyssey had not met the Language Arts AMO for the socio-economically disadvantaged subgroup. In 2005 and 2006 this subgroup, and all other subgroups, met the English Language Arts AMO criteria. A similar effort occurred in 2005 in the area of mathematics. By analyzing CST data, the instructional staff was able to identify areas of weakness and make 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. 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.

In 2007, Odyssey met 12 of the 13 AYP criteria. However, it did not meet our socio-economically disadvantaged subgroup in the area of mathematics. Odyssey continued analyzing its mathematics curriculum and created a more comprehensive professional development plan in mathematics for the 2007-2008 school year by identifying additional structural elements that would promote a successful increase in API and AYP test scores. Odyssey restructured its internal organization with an Executive Director, Director of Operations, Office Manager and Administrative Assistant, with the roles and responsibilities being very distinct from one another. This revised structure allowed for more support and services for the students, teachers, and parent body to concentrate on exiting PI status.

For the 2007-2008 and 2008-2009 school year, our Professional Development Plan, Intervention Strategies, and Academic Improvement Plan for Mathematics were evaluated and modified to ensure better results to exit PI. As a result for the 2008-2009 school year Odyssey successfully met all 13 of its AYP criteria for the second year in a row. We are pleased to report that we have reached our goal of exiting Program Improvement.

**D. Title III Accountability: Annual Measurable Achievement Objectives (AMAO)**

(If applicable, submit the charter school's most recent Title III Accountability Report as **Appendix VI D.**)

1. Does the charter school receive Title III funding? No  Yes
2. If yes, did the school meet its AMAOs? No  Yes
- 2.1 If No, how many years has the school been listed as not having met AMAOs? \_\_\_\_\_
- 2.2 If in year two/four, attach a copy of the most recent draft of the Title III Improvement/Action Plan as **Appendix VI D.**

## VII. SCHOOL STAFF

### A. Retention and Recruitment (Describe the teacher and support staff retention/turnover rate, including trends over the last three years. Describe the recruitment process including challenges faced and strategies used to address challenges.)

Odyssey engages in a variety of activities to recruit the highest qualified and enthusiastic teachers. Our interview team consists of 2 administrators, and 3 classroom teachers. When teacher positions become available Odyssey uses the following procedures:

- Post job openings at various local colleges and universities
- Post job openings on EdJoin and Monster.com
- Posted job openings on charter association websites.

Once we receive résumés from interested teachers, a comprehensive process to ensure the highest qualified teacher is hired. The following outlines the interviewing/selection process:

Round 1: Initial interview held by interview team with candidate. Candidate completes essay question for interview team to review.

Round 2: Chosen candidates return to conduct a lesson and observe school.

Round 3: Chosen candidates return for final interview conducted by interview panel.

Round 4: Selection is made.

### B. Certificated Staff: Credentials, Highly Qualified Teacher (HQT) Requirement, English Language Authorization (Use the terminology below as a guideline for completing the table on the following page.)

1. Type of credential
  - 1.1 Life
  - 1.2 Clear
  - 1.3 Preliminary
  - 1.4 Emergency credentials
  - 1.5 Internship
2. Grade-level(s) authorized to teach
3. Course(s) authorized to teach (per HQT requirements)
4. English Language Learner Authorization
  - 4.1 English Language Development (ELD)
  - 4.2 Specially Designed Academic Instruction in English (SDAIE)
  - 4.3 ELD and SDAIE
  - 4.4 Cross Cultural and Academic Development (CLAD)
  - 4.5 Bilingual Cross Cultural and Academic Development (B-CLAD)
  - 4.6 Bilingual Cross Cultural (BCC)

**B. Certificated Staff: Credentials, Highly Qualified Teacher (HQT) Requirement, English Language Authorization (Continued)** (List the name and job title of all certificated staff including, but not limited to, teachers, principals, counselors, etc.)

Teacher's Name	Job Title	Type of Credential	Grade Level(s) Authorized to Teach	Course(s) Authorized to Teach Per HQT Requirements	Type of EL Authorization
Bañuelos, Linda	2/3 Teacher	Preliminary Multiple Subject	Multiple Subjects		R242
Brockman, Emily	Inclusion Specialist	Clear-Level II Ed. Specialist Inst.	K-12 Mid-Mod Disabilities		None
Bergmann, Aaron	7/8 Math & Science	Preliminary Multiple Subject	Single Subject	Math	None
Corona, Sylvia	4/5	Preliminary Multiple Subject	Multiple Subjects		R2CL
Cullen, Dave, M.A.	4/5	Prof. Clear Multiple Subject	Multiple Subjects		R242
Hamberger, Lisa	K/1	Preliminary Multiple Subject	Multiple Subjects		R242
Khalsa, Gurupreet, M.A.;NBCT	7/8 ELA & HSS	Clear	Single Subject	History & English	R2CL Cross-cultural
Kurlychek, Aaron, M.A.	Technology Specialist	Preliminary Multiple Subject	Multiple Subjects		R2CL Cross Cultural
Maker-Bilandzija, Jessica	6th English	Preliminary Multiple Subject	Single Subject	English	R2CL
O'Neill, Lauren, M.A.	Executive Director	Prof. Clear Multiple Subject	Multiple Subjects		R2CL
Martinez, Denise, M.A.	K/1	Prof. Clear Multiple Subject	Multiple Subjects		R2CL
Ritter, Tammy, M.A.	2/3	Prof. Clear Multiple Subject	Multiple Subjects		R242
Roberts, Cecily	6 Math & HSS	Preliminary Multiple Subject	Multiple Subjects		R242
Wolfson, Erin, M.A.	K/1	Preliminary Multiple Subject	Multiple Subjects		R2CL Cross-Cultural
Yarger, Jessica	2/3	Preliminary Multiple Subject	Multiple Subjects		R242

Continue on next page if needed.





**D. Salaries and Benefits**

Position	Charter School	
	Annual Salary	Annual Benefits (\$)
Median Paraprofessional/Aide	\$18,038	\$1,705
Median Classified	\$53,500	\$3,700
Median Custodian	N/A	N/A
Beginning Teacher	\$43,500	\$3,700
Median Teacher	\$52,0222	\$3,700
Highest Teacher	\$63,000	\$3,700
Lowest Assistant Principal		
Median Assistant Principal		
Highest Assistant Principal		
Lowest Principal		
Median Principal		
Highest Principal	\$84,375	\$3,700
Director(s)		
Supt./Executive Director		

**E. Professional Development Plan** (Describe the main focus of professional development for the year. Explain how the focus was chosen and supports the school’s vision and student achievement needs.)

For the past several years, Odyssey has focused Professional Development opportunities around two curricular areas tied to our charter in the effort to maintain the integrity of our vision and mission while increasing our California Standardized Test Scores. Those two areas of concentration are English Language Arts and Mathematics.

**English Language Arts**

Per our charter Odyssey uses a balanced literacy approach to instruction in English/Language Arts. Odyssey has a long history of supporting new and returning teachers to summer institutes at Teachers College “Reading and Writing Project.” Consequently, for the 2008-2009 school year, Odyssey sent 5 teachers to Columbia’s Teachers College two week summer institute of “The Reading and Writing Project” in order for certificated staff to continue with our dedication to an authentic Readers and Writer’s Workshop as our English Language Curriculum.

**Mathematics**

Per our charter 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. Fortunately, Odyssey was able to join with LAUSD teachers in a 3 Day Institute with Catherine Twomey Fosnot on “New Perspectives For Learning” to build on our training we received in January of 2008.

**F. Professional Development Opportunities** (List all professional development provided for school staff. Provide agendas, sign-in sheets, and resumes of presenters who are not school employees as **Appendix VII F.**)

Date/Time	Title/Topic	Presenter	Job Title of Attendees (teachers, paraprofessionals, administrators, etc.)	Grade Level Focus	Rationale (How it supports student achievement, school vision, etc.)
August 2008	Teachers College Readers and Writers Project	Columbia University, Teachers College, New York	5 K-3 teachers attended the 2 week Reader's and Writers Workshop Project	K-3	Odyssey's approach to Language Arts in The Reading and Writing Project per our charter
August 27-29, 2008	Summer Faculty Professional Development	Exec. Dir., Office Manager, Dir. of Operations, Incl. Specialist	Faculty	K-8	Each year Odyssey dedicates 3 days to Professional Development prior to the start of the new school year to review curriculum, policies & procedures.
November 3, 2008	Council Training & Shared Expectations	Kelly Kagan Juliana Coco With New Visions Foundation	Faculty	K-8	Per the OCS charter we are committed to students Emotional Well Being which Council Training Supports
November 18, 2008	Council Training	Kelly Kagan Juliana Coco With New Visions Foundation	Faculty	K-8	Per the OCS charter we are committed to students Emotional Well Being which Council Training Supports
November 24, 2008	Social Responsibility Discussion	Kelly Kagan Juliana Coco With New Visions Foundation	Faculty	K-8	Per the OCS charter and commitment to Social Responsibility--civic engagement, leadership, and increases the students understanding of their contribution to society. 
February 2, 2009	Council on Shared Expectations	Executive Director	Faculty	K-8	Per the OCS charter we are committed to students Emotional Well Being which Council Training Supports
March 2, 2009	Council on Shared Expectations	Executive Director	Faculty	K-8	Per the OCS charter we are committed to students Emotional Well Being which Council Training Supports
May 16, 2009	PERT Training	Council Member Jacque Robinson & Pasadena Fire Department	Various Staff & Faculty	K-8	In keeping with our Safe School Plan, this training provided staff with pertinent training for Emergency Response.
June 6-9, 2009	3 Day Fosnot Math Institute on New Perspectives for Learning	Catherine Twomey Fosnot	4 Certificated Teachers	K-4	This conference builds on the Math Professional Development in 07-08 we had with Catherine Twomey Fosnot on Context for Learning



## VIII. PARENT/COMMUNITY INVOLVEMENT

### A. Strategies (Describe formal and informal strategies and methods used by the school to promote parent and community involvement.)

Parental involvement is critical to the success of students as well as to the success of the school as a whole. Parents and families have a myriad of ways to become involved at Odyssey Charter School with the ultimate goal being to help students meet the goals set in their Individualized Learning Plans and support students in becoming life long learners. In the 2008/2009 school year, Odyssey experienced 99% Parent Participation in the most essential type of parent participation; ILP meetings. This simple form of participation has helped parents further understand what is expected of their child. ILP meetings have been a wonderful opportunity for parents to better understand the mission and educational program at Odyssey Charter School by actively participating in developing specific goals for their student and supporting their child's academic progress by implementing specific strategies.

Levels of Parent Participation at Odyssey Charter School include: ILPs, Classroom volunteering, attending field trips and school events, participation in parent group called OPPG, and 2 seats on the OCS Governing Board. These strategies demonstrate the many ways parents can and do participate in the school on a daily basis all of which are directly connected to the purpose of helping Odyssey students fulfill their ILP goals and become life-long learners.

### B. Activities (List the titles and dates of parent and community involvement activities.)

Throughout Odyssey's nine years of operation the students, staff, parents and community have come together to create and honor long-established traditions in the Odyssey community. A steady and significant annual increase of attendance for these events signifies an ongoing, unified commitment to parental involvement and community celebration- a tradition that sets Odyssey apart from other schools.

#### Monthly Activities

- Governing Board Meetings where parents and community members collaborate and make decisions on school operations
- OPPG Meetings (Odyssey Parent Participation Group) where parents come together to plan community events, fundraisers and overall support for our community
- Second Cup of Coffee is the last Friday of every month where the Director invites parents to coffee for social interaction.

#### Other Activities include:

Back to School Picnic-- Staff, parents and students come together for a welcome back picnic;

Back to School Night-- School invites parents into the classrooms to learn about goals for the year;

Restaurant Night-- OCS community meets at a local restaurant for dinner;

ILP's Meetings-- Staff, parents and students meet to review assessments and set goals for the year;

Family Writing Night-- Staff invites families for a night of family writing and dinner;

Inaugural Ceremony & Dance-- Student government is sworn into office with a ceremony during the day and dance

Stone Soup Celebration-- Staff, parents, students and our surrounding community join us for a celebration of giving thanks

Pancake Breakfast & Rummage Sale-- Parents invite community to our pancake breakfast and book fair;

Winter Performance-- Parents and community attend a celebration of our music program where students perform

Winter Rockfest-- Students and staff collaborate in musical and dance performance for our community;

Dr. Seuss Day-- A literacy celebration of Dr. Seuss Birthday for our community

Earth Day-- Parents, staff and students come together for a festival day of celebrating the Earth

Charity Marketplace-- Students create businesses, sell a product or service to the community and proceed benefit charities

8th Grade Graduation-- A community celebration our 8th grade students

**IX. FACILITIES** (Describe any changes, needs, improvements to school site facilities. Provide the date(s) of LACOE Facilities and Risk Management inspection(s), recommendations provided, and the actions taken by the Charter School. Attach LACOE Reports as **Appendix IX.**)

Following our LACOE Facilities and Risk Management Inspection, OCS and the Pasadena Unified School District (PUSD), our lease provider, have worked together to complete the required corrections and recommendations of Susan Cha, Facilities Planning Specialist. The largest change to the facility has been the completion of new windows and new exterior paint on the entire campus. In addition, 16 of the 21 items listed as required corrections and recommendation were completed in the 08/09 school year.

We continue to work with PUSD on the following:

- Electric/battery powered exit signs
- Seismically brace pendant style lights.
- Repair/replace exhaust fans in all restrooms
- Install smoke detectors in classrooms
- Repair uplifted asphalt in courtyard located by classrooms 11, 12, 13

Itemized list of recommendations from all inspections are found in Appendix IX.

**X. FINANCIAL REPORTS** (Provide the financial information listed as **Appendix X.**)

1. Year to date average daily attendance
2. Prior month and year to date statement of revenues and expenditures
3. Statement of fund balance
4. Bank statement reconciliation
5. Cash flow for the balance of the year
6. Required financial audit report
7. Current year findings and prior year findings for financial audit
8. Copies of payroll tax returns and proof of payment
9. Copy of Return for Exempt Organization (990)
10. Independent Audit Report
11. Additional Revenue Sources (If applicable)
  - 11.1. Grant(s) and amount awarded
  - 11.2. Grant applications pending and amount
  - 11.3. Other sources of revenue
12. Summary of Fiscal Status (Describe the school's overall fiscal viability. Include trends and patterns over the last three years. Include challenges and accomplishments. Describe plans for school expansion if applicable.)

Despite the industry headwinds, Odyssey Charter School remains a viable entity. Our enrollment has increased from 260 in 07-08 to 318 in 09-10. We expect enrollment to reach 389 by the 13-14 school year. Income has declined from 07-08 due to state budget cuts, while expenses have increased due to more infrastructures required to support our growth. Although our net income has decreased over the past two fiscal years, we maintain an adequate cash reserve totalling 8.5% of our total expenses.

# Appendixes

## **Appendix IVA**

Summary of Charter Specific Accountability • Measurable Outcomes

## **Appendix V**

Summary of State Accountability • Academic Performance Index (API)

## **Appendix VB**

Summary of State Accountability • Public School Comparison

## **Appendix VC**

Summary of State Accountability • California Standards Test (CST)

## **Appendix VD**

Summary of State Accountability • California English Language Development Test (CELDT)

## **Appendix VE**

Summary of State Accountability • California High School Exit Exam (CAHSEE) –High Schools Only

## **Appendix VF**

Summary of State Accountability • Graduation Data–High Schools Only

## **Appendix VIA**

Summary of Federal Accountability • Adequate Yearly Progress (AYP)

## **Appendix VIC**

Summary of Federal Accountability • School Improvement (PI) Status

## **Appendix VID**

Summary of Federal Accountability • Title III Accountability

## **Appendix VIIF**

School Staff • Professional Development Opportunities

## **Appendix IX**

Facilities

## **Appendix X**

Financial Reports

## **Appendix XI**

Additional Charter School Submissions (Optional)

## **Appendix IV A**

### **Summary of Charter Specific Accountability**

#### **Measurable Outcomes**

*Data Charts (If applicable)*

# Appendix V A

## **Summary of State Accountability**

### **Academic Performance Index (API)**

#### ***Accountability Progress Reporting Growth and Base Reports***

# Appendix V B

## Summary of State Accountability

### Public School Comparison

*Comparison Data Provided by LACOE*

# Appendix V C

## Summary of State Accountability

### California Standards Test (CST)

*DataQuest Star CST Results  
Full Reports (Last three years)*

## **Appendix V D**

### **Summary of State Accountability**

### **California English Language Development Test (CELDT)**

***DataQuest CELDT Results and Criterion Report  
(Annual Assessment/All Students)***

# **Appendix V E**

## **(High Schools Only)**

### **Summary of State Accountability**

#### **California High School Exit Exam (CAHSEE)**

***DataQuest CAHSEE School Report for All Grades:  
English-Language Arts and Math***

# Appendix V F

## (High Schools Only)

### Summary of State Accountability

#### Graduation Data

##### *DataQuest Graduation Reports:*

- *Graduation Rates Based on NCES Definition by School*
- *Grade 12 Enrollment and Graduates*
- *Graduates and Graduates with UC/CSU required Courses by Gender and Ethnicity*

# Appendix VI A

## Summary of Federal Accountability

### Adequate Yearly Progress (AYP)

*Accountability Progress Reporting  
AYP School Report (All Indicators)*

## **Appendix VI C**

### **Summary of Federal Accountability**

#### **School Improvement (PI) Status**

*Accountability Progress Reporting  
School Report (PI Status)*

## **Appendix VI D**

### **Summary of Federal Accountability**

#### **Title III Accountability**

***Title III Accountability Report and  
Improvement/Action Plan (If applicable)***

## Appendix VII F

### School Staff

#### Professional Development Opportunities

- *Agendas*
- *Sign-In Sheets*
- *Presenter Resumes*

# Appendix IX

## Facilities

### *LACOE Facilities Reports*

# Appendix X

## Financial Reports

### *Required Items:*

- *Year to date average daily attendance*
- *Prior month and year to date statement of revenues and expenditures*
- *Statement of fund balance*
- *Bank statement reconciliation*
- *Cash flow for the balance of the year*
- *Required financial audit report*
- *Current year findings and prior year findings for financial audit*
- *Copies of payroll tax returns and proof of payment*
- *Copy of Return for Exempt Organization (990)*
- *Independent Audit Report*
- *Additional Revenue Sources (If applicable)*

## Appendix XI

### **Additional Charter School Submissions (Optional)**