



Odyssey Charter School

School Accountability Report Card & Annual Report

Odyssey Charter School
Kindergarten – 8th Grade
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I. EXECUTIVE SUMMARY

(Maximum of three pages to include highlights and accomplishments and any other areas unique to the school; include website where SARC is posted.)

In looking back at our 12th year of service, we are mindful of the many opportunities and challenges we have faced throughout our years. We continue establishing our presence and reputation as a highly sought after public school that focuses on our instructional program to improve our students' lives. This Annual Report and School Accountability Report Card contains highlights of our school, our performance and the outstanding support throughout the community for our school.

Student & School Highlights

2010-2011 marked our 12th year of operation and service to the local community. In addition, it also marked the second year of our growth plan whereby we were able to add a fourth 3rd&4th Grade classroom, and grow our school population to 349 students. This slight increase from the prior year, enriched our school with added diversity of families and students. Our student body was comprised of 20% African American students, 33% Latino students, 32% Caucasian students, 2% Asian & Pacific Islander students, 33% Socioeconomically Disadvantaged students, 8% English learners, and 10% Special Education Students.

This mix of students enriches our schools fabric and demonstrates the effects of our good faith efforts to reach, recruit and retain key populations in our community. Our marketing, outreach and recruitment efforts continue have yielded a 65% increase in our English learner population, with further growth anticipated in the 2011-2012 year. Time and time, we are commended by interested families for our efforts in reaching and maintaining these levels of diversity.

As our growth plan continued in motion, we moved forward and acquired three existing portable classrooms which were already on our campus to house our 7th and 8th grade classes. This new section of the campus brought our middle school students a place to call their own, and with the support of a \$75,000 grant from the Ahmanson Foundation, we were able to make significant improvements to both the interior and exterior of these bungalows.

Student & School Performance

In examining and reviewing the results of the 2011 STAR Reports, we found ourselves at disheartened to learn we had been designated as a Year 1-Program Improvement school for failure to meet all of the Adequate Yearly Progress (APY) benchmarks; we met only 15 of 21 criteria. This designation has challenged us to take a deeper look at our performance and is enabling us to seek innovative ways of educating students and ensuring they are able to demonstrate their skills and knowledge on the CST.

In spite of this designation, we are pleased to know over 63% of our students are Proficient or Advanced in English/Language Arts and over 62% are Proficient or Advanced in Mathematics. While below the State benchmark, we continue to perform better than our comparison schools, Pasadena Unified Schools, and all schools in the State of California. On other performance metrics, Odyssey continues to excel as well. Our API of 824 is greater than that of our comparison schools and that of the entire Pasadena Unified School District, and our Similar Schools Rank has grown six places from 10 to 4.

As noted in our Program Improvement Exit Plan, we are dedicating significant time and resources in the areas of student materials, textbooks, professional development for our teachers, and redistribution of teacher assistants to ensure all of our students are meeting the required proficiency

levels. Teachers have carefully developed individual student success goals and strategies to see that all our students reach proficiency in all areas of the CST. Furthermore, we have informed their respective families of their performance and provided them with specific ways they too can assist us.

As a school, we believe in authentic assessments and rely on school-wide curriculum embedded assessments, our individualized educational plans (IEP) and results of the California Standards Tests to demonstrate our students' learning and achievement. We gather and analyze data from these assessments to examine and refine our program to graduate students with solid academic foundations and superior character and leadership skills.

Community Highlights & Achievements

The unconditional support of our community continues to be one of our hallmarks at Odyssey. Our Odyssey Parent Participation Group (OPPG) once again outperformed itself and generously gave of their time, expertise, and money. Over the course of the year, the OPPG held a variety of fundraisers that generated over \$40,000 that went directly to support the programs and services offered to our students; additionally the Annual Campaign generated nearly \$35,000. These key funds were used to support our Physical Education, Computer Education, and Teacher Assistant program that directly benefit all of our students. Their tireless efforts are truly commendable and we deeply value all of their contributions to our school. In addition to our parents and their dedication, we were also fortunate to have new members join our Governing Board. We were very glad to welcome three additional members to our Board and enjoy their knowledge, experience, and expertise.

One of the major highlights of the year, was being the recipient of a \$75,000 grant from the Ahmanson Foundation. After the acquisition and partial rehabilitation of our middle school area, we sought external support to help us make significant improvements to the exterior area of the bungalows. We were able to give the bungalows a fresh coat of paint, build a new access ramp and stairway, build a courtyard and seating area directly in front of the classrooms, and landscape the entire area. These improvements have made our middle school our pride and joy, and provided a key development in our middle school.

In the area of teacher development, we spent the year focusing on the socio-emotional development of our students. Three staff members served as trainers for our staff in the practices of *The Responsive Classroom* throughout the 2010-2011 year. *The Responsive Classroom* approach enabled us to provide our teachers with concrete, research-based practices that would facilitate the socio-emotional growth and learning of our students. Throughout the year, teachers learned about a variety of techniques and practices that provided our students with the social development, and key skills which we believe go in tandem with their academic growth.

Looking Forward

As we continue our journey of educating our students we are bound to encounter challenges and opportunities that will allow us to grow as a school and as individuals. Once again, the budgetary challenges faced by the entire education community are paramount, yet will not deter us from continuing to offer our students the quality education they expect and deserve. While we aim to ensure the education of all our students, we know we will continue to be challenged by State and Federal regulations around the area of student performance and achievement.

Yet despite these challenges, we look forward to the opportunities to be seized in the years ahead. We continue striving for excellence and achievement for all of our students. We continue seeking funding opportunities that will further enhance our students' educational experience; we continue preparing students who go on to the regions best public, private and charter high schools. We look forward to our families being connected, committed and engaged in many ways and continue

enriching our campus in countless ways. We are optimistic for the upcoming years and confidently continue our mission of providing a high quality education to all our students.

We are very proud of the hard work of our staff, students and parents in achieving our goals and fulfilling the vision and mission of our charter. We are grateful to our Governing Board and the Los Angeles County Office of Education Board for their continued support of our school community as we continue to strengthen our position as a local public choice school in the Pasadena/Altadena community.

Per California Department of Education Requirements, this School Accountability Report Card is posted online at: <http://www.odysseycharterschool.org/about-odyssey/charter.cfm>

II. ABOUT OUR SCHOOL

A. Contact Information

School Name:	Odyssey Charter School
CDS Code:	19-10199-6116-883
Address:	725 West Altadena Drive, Altadena, CA 91001
Phone Number	(626) 229-0993
School Website:	http://www.odysseycharterschool.org
Principal:	Lauren O'Neill, Executive Director
E-Mail Address:	laureno@ocsmail.org
District Name:	Odyssey Charter
Phone Number:	(626) 229-0993
Superintendent:	Lauren O'Neill, Executive Director

B. Vision & Mission

(As stated in school's charter)

The vision of Odyssey Charter School is to be 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.

Our mission 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 multiage 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.

C. Community Served

(Describe whom the school is attempting to educate; Summarize what is stated in charter)

The programs and curricula of Odyssey Charter School are designed to best serve the learning and developmental needs of students who learn best by doing. As a public, choice school in the Altadena community, we serve the needs of Kindergarten through 8th grade students who come from very diverse backgrounds; by diverse we refer to socio-economic backgrounds, family structures, racial and ethnic heritages, language and faith diversity. In analyzing our student population, we serve:

- Students whose learning style may limit their ability to achieve their learning potential in a conventional classroom employing traditional instructional 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 learning needs for whom a modified inclusion model is deemed appropriate and would most benefit from a least restrictive environment
- English language learners who can benefit from Odyssey’s unique school design.

D. Student Enrollment Profile

(Provide data as reported via CALPADS)

Group	Enrollment
Number of students	349
African American	19.2%
American Indian or Alaska Native	0.3%
Asian	1.7%
Filipino	0%
Hispanic or Latino	33.2%
Pacific Islander	0.6%
White (not Hispanic)	32.1%
Multiple or No Response	12.8%
Socioeconomically Disadvantaged	33.5%
English Learners	8.3%
Students with Disabilities	10.3%

E. Applicant Pool Demographics

(Provide data as reported by applicants)

Ethnicity	Demographics of 10-11 Applicant Pool	Demographics of Newly Enrolled Students	Overall School Demographics
Native American	1%	0%	2%
African American	14%	18%	19.6%
Asian	4%	6%	5.3%
Latino/Hispanic	14%	29%	26.1%
Caucasian	43%	36%	33.2%
Declined to State/other**	7%	11%	13.8%
Bi/Multi Racial**	17%	N/A	N/A

**For "Demographics of Newly Enrolled Students" and "Overall School Demographics", only one Ethnicity can be chosen in our Student Database System. Percentages reflect that choice. "Declined to State" as no race or ethnicity was listed on Enrollment Forms.*

***For the 10/11 Applicant pool, 17% are "Bi/Multi Racial", meaning they listed more than one Ethnicity on their Registration Forms, and 7% are "Declined to State" as no race or ethnicity was listed.*

F. Student Recruitment

(Describe the recruitment process and how, if appropriate, it reduces or eliminates the gap between the demographics of the charter school and comparison schools)

Outreach and recruitment have continued being at the forefront of our efforts throughout the year. Odyssey Charter School is committed to ensuring access and opportunity to all families, especially those in our neighboring communities.

Using updated marketing materials, we have continued making connections with local agencies and families through our outreach presentations and postcard mailings. Below are some highlights of our recruitment and outreach activities from the 2010-2011 year, as outlined in our charter:

- English and Spanish Enrollment Tour Packets were updated to contain our most current information and school highlights
- Our newly designed website received constant updates in both English and Spanish
- Over 4,500 informational postcards were mailed to households with school-aged children. Specifically these targeted Latino families within a three mile radius of the campus
- 11 Enrollment Tours in English and Spanish brought to campus over 438 guests to learn about our school, visit classrooms, and learn about our unique educational offerings.
- Information presentations made at the following locations:
 - Altadena Nursery School
 - Westminster Child Care Center
 - Mother's Club of Pasadena
- School Information posters containing tour dates and relevant enrollment information were placed at over 15 local businesses including Laundromats, restaurants, parishes, and other establishments in close proximity to our campus

G. 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 Charter School's comparison schools are:

1. Loma Alta Elementary School (Kinder – 5th Grade school)
2. Franklin Elementary School (Kinder – 5th Grade school)
3. Eliot Middle School (6th – 8th Grade school)

Charter School & Comparison Schools API and Rank

School	2011 API Score	2010 State Wide Rank	2010 Similar School Rank
Odyssey Charter School	824	7	4
Loma Alta Elementary	746	1	2
Franklin Elementary	745	5	8
Eliot Middle School	703	2	4

H. Demographics of Charter School & Comparison Schools

(Provide Ethnicity/Race data from DataQuest, School Enrollment by Ethnicity Report. Use STAR/CBEDS data from the Accountability Progress Reporting (APR) for other demographic categories)

Demographic Variable	Odyssey Charter School	Loma Alta Elementary	Franklin Elementary	Eliot Middle School
Ethnicity/Race				
African American	23%	35%	22%	26%
American Indian/ Alaska Native	0%	0%	0%	0%
Asian	0%	2%	0%	1%
Filipino	0%	2%	0%	1%
Hispanic or Latino	35%	50%	73%	63%
Pacific Islander	0%	0%	0%	0%
White	30%	8%	3%	6%
Two or More Races	11%	4%	0%	3%
Other Demographics				
Free/Reduced Price Lunch	38%	77%	90%	80%
Gifted and Talented Program	0%	3%	8%	10%
Migrant Education Program	0%	0%	0%	0%
English Learners	6%	18%	39%	14%
Reclassified Fluent English Language Proficient	0%	4%	13%	23%
Students with Disabilities	12%	32%	15%	17%
Average Parent Education Level	3.83	2.70	2.11	2.31
Parents not a High School Graduate	2%	15%	32%	30%

I. Student Enrollment by Grade

Grade Level	Number of Students
Kindergarten	47
Grade 1	53
Grade 2	47
Grade 3	42
Grade 4	47
Grade 5	32
Grade 6	28
Grade 7	26
Grade 8	27
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Total Enrollment	349

J. Schools of Residence

(List schools students attending the charter would otherwise attend in order of greatest to lowest percentage of enrollment at the charter. For schools providing less than 5% of the charter's enrollment, group these schools by district and provide the data)

School	District	# of Enrolled Students	% of Total Enrollment
Franklin Elementary	Pasadena Unified	37	11.14%
Loma Alta Elementary	Pasadena Unified	27	8.13%
Eliot Middle School	Pasadena Unified	26	7.83%
Various	Pasadena Unified	119	35.90%
Various	Los Angeles Unified	110	33.13%

K. Average Class Size & Distribution

(Provide data to show the average class size and number of classrooms that fall into each category)

Elementary School

Grade Level	2008-09			2009-10			2010-11					
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	3			22		2		24		2	
1	20	3			22		4		25		4	
2	20	3			22		4		25		4	
3	20	3			25		3		22		4	
4	30		2		25		3		22		4	
5	30		2		30		2		30		2	
6	28		1		30		2		30		2	
K-3	20	6			22		6		24		6	
3-4	25				22		3		22		4	
4-8	29		5		29		4		25		4	
Other												

Secondary School

Subject	2008-09			2009-10			2010-11					
	Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms			Average Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English												
Math												
Science												
Social Science												

L. Opportunities for Parental Involvement

(Describe the opportunities and activities available for parental involvement in the school. Include an Annual Calendar of Events as Appendix I.M)

The Odyssey Parent Participation Group (OPPG), is a very active group of parents who offer a variety of events, activities, and volunteer opportunities for families to be directly involved in their child's education.

Some of the events hosted or sponsored by the OPPG are Quarterly Parent Education Meetings, Monthly Staff Appreciation Luncheons, a Fall Fundraiser which includes a Pancake Breakfast, Book Fair, and Rummage Sale, our 2nd Annual Casino Night Fundraiser and more.

Of the many notable contributions to our school, the OPPG went above and beyond to financially support our school. Through various fundraisers during the year, OPPG once again raised over \$40,000 which is a commendable effort for our entire community. The Annual Campaign allows families to make donations to directly support our school, brought in an additional \$32,000. A total of nearly \$75,000 was brought in by our community to support Odyssey during the 2010-2011 year. A full calendar of activities is found in Appendix II.M.

M. Suspensions and Expulsions

(Provide the number and rate of suspensions and expulsions at the school and district for the most recent three-year period)

	School Data			District Data (Pasadena Unified)		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Number of Suspensions	10	26	19	3,946	3,647	2,943
Number of Expulsions	0	0	0	17	10	9
Suspension Rate	.03	.08	.05	.19	.18	.15
Expulsion Rate	0	0	0	.0008	.0005	.0004

N. Compliance with Special Education Services

Number of students with an Individualized Education Program (IEP): 36

III. 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)

The table below represents the skills, knowledge, and qualities Odyssey students will demonstrate at a developmentally appropriate level. The learning outcomes are aligned to the California Academic Content Standards and our school's unique design, incorporating the three interdependent learning components of Academic Excellence, Emotional Well-Being, and Social Responsibility.

Learning Component— Academic Excellence	School-Wide Learning Outcomes	Data of progress toward school wide learning outcomes
Core Academic Subject-- English/Language Arts	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.	<ul style="list-style-type: none"> • 63.7% of Odyssey students scored Proficient or Advanced on the 2011 CST in English/Language Arts • Odyssey continues with the following authentic assessments to measure student progress: Individualized Learning Plans, California Pre and Post testing, Writing Running Records, Spelling Assessments • Samples evaluated and pursuant to school and classroom developed standards, Phonemic Awareness Checklist, Literacy Interviews/Participation in Book Clubs/Lit Circles, Evidence of Writing Through Research, Literacy Benchmarks, Self Assessments/ Reflections, Anecdotal/Observations, Project work, Quizzes/Tests
Core Academic Subject-- Numeracy (Mathematics)	Students will understand the ability to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc.	<ul style="list-style-type: none"> • 62.4% of Odyssey students scored Proficient or Advanced on the 2011 CST in Mathematics • Odyssey continues with the following authentic assessments to measure student progress: Individualized Learning Plans, Pre and Post Testing, Math Benchmarks, 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
Core Academic Subject-- History/Social Science	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"> • 24% of Odyssey 8th grade students scored Proficient or Advanced on the 2011 CST in History • Odyssey continues the following authentic assessments to measure student progress California Standards Test, Social Studies projects, History Social Science Benchmarks, Presentations, Journal Entries, Teacher-created evaluations, Self Assessments/Reflections, Anecdotal/

		Observations, Quizzes/Tests
Core Academic Subject-- Science	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.	<ul style="list-style-type: none"> • 60% of Odyssey 5th grade students scored Proficient or Advanced on the 2011 CST in Science • 50% of Odyssey 8th grade students scored Proficient or Advanced on the 2011 CST in Science • We are continuing to examine and strengthen our science program for middle school to improve these scores. • We continue using the following authentic assessments to measure student progress; California Standards Test, FOSS kits end of the unit assessments, Science Benchmarks, Science Projects, Presentations, Investigations/Experiments, Journal Entries, Teacher-created evaluations, Self Assessments/ Reflections, Anecdotal/Observations, Quizzes/Tests
Non-Core Academic Subject-- Humanities/Visual Literacy	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"> • Odyssey continues with the following authentic assessments to measure student progress; Art projects, Presentations, Self Assessments/ Reflections, Anecdotal/Observations
Non-Core Academic Subject-- Fitness and Wellness	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"> • Odyssey is committed to student's fitness and well being through our Physical Education program. Odyssey uses the following authentic assessments to measure student progress; California Fitness Test, Journal Entries, Self Assessments/Reflections, Observations

Learning Component -- Emotional Well Being	School-wide Learning Outcomes	Data of progress toward School-wide Learning Outcomes
Personal Qualities	<p><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.</p> <p><u>Collaboration</u>--Students will demonstrate the ability to work cooperatively in groups to accomplish a common goal.</p> <p><u>Responsibility</u>--Students will demonstrate accountability for their choices, persevering, using self-control, and being self-disciplined</p> <p><u>Reflection</u>--Students will demonstrate understanding of the ability to reflect</p> <p><u>Conflict Resolution</u>--Students will demonstrate the skills necessary to resolve conflicts peacefully and the strategies for solving interpersonal problems</p>	<p>Odyssey's multiage classroom settings, peace path, conflict resolution, daily communications with teacher and other faculty, access to our Director for Community Relations and/or Executive Director and the involvement of parents, all contribute to the success of the emotional well being component of our school community. Odyssey continues with the following authentic assessments to measure student progress towards their emotional well being; Teacher observation, Self Assessment/Reflections. Year-long presentations and professional development grounded in <i>The Responsive Classroom</i>, further enabled us to ensure we were meeting this element of our charter.</p>

Learning Component-- Social Responsibility	School-wide Learning Outcomes	Data of progress toward School-wide Learning Outcomes
Life-Long Learning Skills	<ul style="list-style-type: none"> ▪ Analytical & Critical Thinking Skills ▪ Study Skills and Habits ▪ Planning and Time Management ▪ Citizenship ▪ Self-Directed Learning ▪ Leadership ▪ Collaborative Learning 	<p>Odyssey’s commitment towards their “classroom without walls” vision is evident through outside of classroom experiences including field trips, school garden projects, etc. Odyssey uses with the following authentic assessments to measure student progress; Student self-evaluation and reflection, Reflection as a component of subject-area portfolios.</p>

IV. STUDENT PERFORMANCE & ACCOUNTABILITY

A. CST Results for All Students – 3 year trend

(Provide requested data using the three most recent DataQuest STAR CST Results Full Report)

Percentage of Students Achieving at the Proficient or Advanced Level

Subject	School			District (PUSD)			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English/ Language Arts	61.2%	60.3%	63.8%	46.7%	49.7%	50.7%	49.7%	52.3%	54.4%
Mathematics	58.1%	66.4%	63.2%	43.2%	45%	46%	45.8%	48.1%	50.4%
Science	51.1%	55.2%	55.1%	40.7%	45.6%	48.3%	49.5%	45.6%	57%
History/ Social Science	0%	61.5%	21.7%	35.9%	39.8%	39.6%	41%	44.4%	47.7%

Provide a brief analysis of the current year's performance on the STAR CST. Highlight any areas of strength or weakness and actions taken to improve upon this metric.

In reviewing the CST data over these past years, Odyssey's strength and substantial increases occurred in the area of mathematics. We were disappointed in the lower than expected CST math results for 2010-11 school year, however after perusing the data reports, we found this drop was not across all our grades. The decline in proficiency occurred at the 3rd, 6th, 7th, and 8th grades. As a result, we have designated our focus for the 2011-12 school year to improving our scores in at these grade levels. We continue to see steady gains in our English Language Arts CST results.

Based on the results of the 2011 CST, our focus for the 2011-12 school year is increasing the performance of our subgroups, specifically at the 6th, 7th, and 8th grade levels in both Mathematics and English/Language Arts.

English/Language Arts

Odyssey levels of proficiency decreased slightly in ELA in 2009-10 school year, however, increased in the 2010-11 school year by 3.5 percentage points. Odyssey's levels of proficiency in this area continue being well above the State benchmarks, and have also been above the performance levels of the Pasadena Unified School District and the overall State student population.

Mathematics

Since 2007-2008, Odyssey's staff has analyzed CST results and dedicated resources to professional development in the area of mathematics. These dedicated resources and professional development in mathematics, have enabled us to steadily increase the percentage of students scoring at the Proficient or Advanced level on the Mathematics portion of the CST. In the 2010-11 school year the percentage of students scoring proficient and/or advanced dropped by 3.2 percentage points. Staff analysis contributes the slight drop in our overall levels of proficiency to the specific classes of sixth, seventh and eighth grade classes. Despite this decrease, Odyssey's math proficiency levels continue being greater than those of Pasadena Unified School District and the entire State of California.

Science

In the Science portion of the CST, 60% of Odyssey 5th grade students scored Proficient or Advanced, and 50% of the 8th grade students are Proficient or Advanced. Both grade levels have performed significantly better than Pasadena Unified School District Students, and until this year, also better than all students in the State. 2011 marks the first time the State has outperformed Odyssey students in any portion of the CST.

History

In the 2008-2009 years, Odyssey students performed significantly poorer than both Pasadena Unified School District and all students in the State. In 2009-2010 a new teacher was hired for this subject area, thereby leading to the significant increase from 0% proficiency to 61.5% proficiency in just one year. In the 2010-2011 school year there was a significant drop from 61.5% to 21.7%- a 39.8 percentage decrease. In discussing these findings with our middle school staff, we believe a contributing factor to this significant drop is the cyclical pattern of teaching history at Odyssey. With just one teacher to teach both 7th and 8th grade content, we cycle through the history standards to ensure all content is covered. Furthermore, the cumulative nature of this test poses a challenge for students as they're required to know over 2000 years of world history and over 200 years of US history on one single exam.

B. CST Results by Student Group – 3 year trend

(Provide requested data using the three most recent DataQuest STAR CST Results Reports by Subgroup)

Percentage of Students Scoring at the Proficient or Advanced Level—By Student Group

Group	2008-09				2009-10				2010-11			
	English/ Language Arts	Math	Science	History/ Social Science	English/ Language Arts	Math	Science	History/ Social Science	English/ Language Arts	Math	Science	History/ Social Science
African American	51.7	47.21	46.16	0	47.8	58.9	40	50	43.5	32.7	50	*
American Indian/Alaska Native												
Asian												
Filipino												
Hispanic or Latino	62.2	62.2	46.67	*	67.4	67.4	76.9	*	54.7	62.8	52.6	*
Pacific Islander												
White (not Hispanic)	78.4	69.2	*	*	77.48	75.8	61.1	*	82.2	82.2	*	*
Male	63	61	82	*	59.4	60.2	57.6	58.8	59.7	60.5	50	15.4
Female	80	70	73	*	60.6	68.1	53.8	*	49	57	56.3	*
Economically Disadvantaged	52.2	62.32	47.37	*	46.3	62.2	55.6	*	54.7	53.4	52.9	*
English Learners									50	64.3	*	*
Students with Disabilities	45.5	70	*	*	50	71.4	*	*	52.6	47.8	*	*
Students Receiving Migrant Education												

**Numerically insignificant with less than 10 student scores*

Provide a brief analysis of any significant trends or patterns extracted from this data.

Prior to the 2010-11 school year, Odyssey's test results had been steadily increasing each year. Since 2009-10, Odyssey has been paying additional attention to our AYP subgroups and the results of the CST's as these have been highlighting areas where we can improve upon. Below are some observations of trends and patterns for our various subgroups.

African American Students:

- English Language Arts demonstrates a slow decline in the number of students proficient/advanced Arts since 2008-09.
- Mathematics had a previous 3 year trend of significant increases followed by a significant decrease of 26.2 percentage points in the 2010-11 school year.
- Science has a steady trend of increasing one year, followed by a decrease the following year.

Hispanic/Latino Students:

- English Language Arts had a previous 3 year trend of significant increases followed by a significant decrease of 12.7 percentage points in the 2010-11 school year.
- Mathematics had a previous 3 year trend of significant increases followed by a slight decrease of 4.6 percentage points in the 2010-11 school year.
- Science had a previous 3 year trend of significant increases followed by a significant decrease of 24.3 percentage points in the 2010-11 school year.

White (not Hispanic) Students:

- English Language Arts demonstrates a steady increase with a slight drop in the 2009-10 school year followed by a significant gain in the 2010-11 school.
- Mathematics has a 3 year trend of continual increases in levels of advanced/proficient.

Male Students:

- English Language Arts increased slightly from 2009-10 to the 2010-11 school year.
- Mathematics decreased slightly from the 2008-09 school year and a slight increase in the 2010-11 school year.
- Science continues to decrease slightly over the past 3 years.
- History/Social Science scores dropped significantly from 2009-10 scores of 58.8% to 15.4% in the 2010-11 school year, a 43.4% drop.

Female Students:

- English Language Arts continues to decrease each year.
- Mathematics continues to decrease each year.
- Science in 2008-09 was 73% proficient/advanced with a drop of 19.2% in the 2009-10 school to 53.8% followed by an slight increase of 2.5 in the 2010-11 school year to 56.3

Socioeconomically Disadvantaged Students:

- English Language Arts in 2009-10 demonstrates a 5.9 drop from the previous year followed by a 8.4% increase for the 2010-11 school year; in 2011, 54.7% of our students tested proficient/advanced.
- Mathematics demonstrates a 8.8% decrease from the previous year with 53.4% students in the 2010-11 school year testing proficient/advanced.
- Science had a 2 year increase pattern followed by a slight decrease of 2.7% in the 2010-11 school year with 52.9 students testing proficient/advanced.

Students with Disabilities:

- English Language Arts levels of advanced/proficient continue to increase yearly.
- Mathematics in 2008-09 and 2009-10 increased slightly each year, however, in the 2010-11 school year there was a significant drop in scores from 71.4 to 47.8 a total of 23.6 percentage points.

C. Academic Performance Index Ranks – 3 year trend

(Provide requested data using the DataQuest API Base Similar Schools Report)

Year	API Score	State Wide Rank	Similar School Rank
2009	794	5	3
2010	828	6	10
2011	824	7	4

Provide a brief narrative of the schools API Rank and note any changes resulting in such rankings.

Over the past ten years, Odyssey has grown its API through significant increases, 2011 marks the first departure from this as it is the first time our API has dropped. The drop in our State Wide rank over the past three years can be attributed to any number of factors that affect school size. Given our slight enrollment increases over the past three years, our ranking is directly linked to the number of schools with similar sized enrollments across the entire state. A better indicator of our status is Similar School rank, which considers other factors beyond just size, such as student body demographics, and class size. As shown above, Odyssey’s rank grew by six places to four thereby serving as a good measure that we continue offering a robust, and high quality educational experience to our students.

D. Academic Performance Index

(Provide data from the charter school’s three most recent DataQuest Accountability Progress Reporting (APR) Growth and Base Reports including all subgroups)

Numerical Increase of API from 2009 to 2011				
Year	Base	Target	Growth	API
2009	767	5	27	794
2010	794	5	34	828
2011	828	*	-4	824

*API Target is to maintain API over 800

Provide any inferences or conclusions drawn from the APR reports including growth or decline patterns or trends. Elaborate upon any significant findings.

Starting with an API Base of 767 in 2009, Odyssey continues to successfully raise our API by 57 points over the past three years to our current 824 level in 2011. However, for the first time since 2004, Odyssey dropped 4 points in its API score yet we continue performing above the state API target of 800. These significant increases can be attributed to our educational philosophies, sound curricular approach in all our grade levels and our commitment to professional development.

These increases have consistently exceeded our targets and enabled us to continue becoming a highly sought out public school choice in the Pasadena/Altadena community and surrounding areas.

E. Academic Performance Index Growth by Student Group –3 year Tend

(Provide requested data using the DataQuest Accountability Progress Reporting (APR) Growth and Base Reports for subgroups)

African American Students				Hispanic/Latino Students			
	Base	Target	Growth		Base	Target	Growth
2009	734	5	16	2009	783	5	25
2010	750	5	32	2010	808	5	41
2011	782	5	-72	2011	848	**	-26
2012	710			2012	822	**	
SES Disadvantaged Students				English Language Learners			
	Base	Target	Growth		Base	Target	Growth
2009	713	8	63	2009	*	*	*
2010	776	5	24	2010	*	*	*
2011	796	4	-8	2011	*	*	*
2012	788			2012	*	*	*

**Numerically insignificant with less than 10 student scores*

*** API Target is to maintain API over 800*

Provide a brief narrative of the schools API Growth by Student Group and note any changes resulting in such rankings. Identify any steps being taken to achieve equitable performance for all students.

After extensive review and discussion about the 2011 CST data amongst the Odyssey staff, we have identified the following factors and steps taken to achieve equitable performance for all students.

- **Mathematics**-- Some of the factors contributing to the API drop in our subgroup populations are: new students in those grade levels who entered well below the state expectations, resources and materials that did not best meet students' diverse learning needs and styles, and the fact that our 8th grade class takes the General Math exam as opposed to the Algebra I exam commonly administered at most schools. After carefully examining our math program, specifically in the 6th through 8th grade, Odyssey has invested in new textbooks that contain the Common Core State Standards to use a resource for teachers and students. Additionally, a teacher assistant has been placed in the 7th grade math class to assist with students who need additional support.
- **English Language Arts**--There has been a steady decline is across grade levels in our CST scores for all subgroups. In conducting further analysis, we found the only two grade levels meeting the State's 67.6% Proficiency benchmark are 2nd and 4th grade. We infer some of the factors contributing to the API drop in our subgroups are new students who come with a variety of skill and performance levels from other schools and the difficulty of teaching multiage classes which poses the challenge of insufficient time to cover all of the content areas for two grade levels in a class. Staff continues to devise strategies to ensure all students are meeting and exceeding State benchmarks which include small group work with teacher assistants, and other individually tailored strategies.

African American Students

In the past two years, our African American student subgroup has increased its API score in double-digit growth, and has climbed an impressive 70 points in three years. We had entered into the 2010-11 school year with an overall 782 API score in our African American sub group. The results of our 2011 CST results were disappointing with a dramatic drop of 72 points in our African American API score. In analyzing the APR reports in Mathematics it is evident that what had been Odyssey’s strength in the previous years was now our biggest weakness.

Hispanic/Latino Students

In the past three years, the Hispanic/Latino student subgroup has demonstrated very notable increases in the overall API score and is well above the State API benchmark of 800. These API figures most closely reflect our overall school performance and trail behind only to the White student subgroup.

Socioeconomically Disadvantaged Students

Significant gains in API have also been noted among our Socioeconomically Disadvantaged subgroup in the past two years. Our students exceeded State benchmarks in both Mathematics and English/Language Arts. Over the past three years this subgroup’s API has climbed 134 points to our current level of 776. In 2012, our goal is to reach the 800 API mark.

F. Adequate Yearly Progress Overall and by Criteria

(This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria)

AYP Criteria	School	District (PUSD)
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

G. Adequate Yearly Progress

(Provide the charter school's three most recent DataQuest Accountability Progress Reporting (APR) AYP School Report showing all indicators used to measure AYP as Appendix III.F)

3-Year AYP Summary Table in English & Language Arts and Mathematics

	2009				2010				2011				
	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	
English & Language Arts	Schoolwide	192	117	60.9	Yes	222	133	53.9	Yes	234	149	63.7	Yes
	Black/African American	90	47	52.2	Yes	90	43	47.8	No	55	25	45.5	No
	American Indian/Alaska Native	1	--	--	--	1	--	--	--	1	--	--	--
	Asian	3	--	--	--	8	--	--	--	1	--	--	--
	Filipino	0	--	--	--	1	--	--	--	0	--	--	--
	Hispanic/Latino	45	28	62.2	--	58	37	63.8	Yes	78	43	55.1	No
	Native Hawaiian/Pacific Islander	0	--	--	--	0	--	--	--	1	--	--	--
	White	52	40	76.9	Yes	62	48	77.4	Yes	71	59	83.1	Yes
	2 or More Races					2	--	--	--	27	20	74.1	--
	Socioeconomically Disadvantaged	70	37	52.9	Yes	82	38	46.3	No	87	48	55.2	Yes
	English Learners	0	--	--	--	7	--	--	--	9	--	--	--
	Students with Disabilities	13	6	46.2	--	14	7	50	--	28	15	53.6	--

	2009				2010				2011				
	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	# Valid Scores	# Proficient and Above	% Proficient and Above	Met AYP	
Mathematics	Schoolwide	191	112	58.6	Yes	222	148	66.2	Yes	234	146	62.4	No
	Black/African American	89	45	50.6	Yes	90	53	58.6	Yes	55	18	32.7	No
	American Indian/Alaska Native	1	--	--	--	1	--	--	--	1	--	--	--
	Asian	3	--	--	--	8	--	--	--	1	--	--	--
	Filipino	0	--	--	--	1	--	--	--	1	--	--	--
	Hispanic/Latino	45	28	62.2	--	58	41	70.7	Yes	78	49	62.8	No
	Native Hawaiian/Pacific Islander	0	--	--	--	0	--	--	--	1	--	--	--
	White	52	36	69.2	Yes	62	48	77.4	Yes	71	59	83.1	Yes
	2 or More Races					2	--	--	--	27	18	66.7	--
	Socioeconomically Disadvantaged	70	45	64.3	Yes	82	51	62.2	Yes	87	45	51.7	No
	English Learners	0	--	--	--	7	--	--	--	9	--	--	--
	Students with Disabilities	12	8	66.7	--	14	10	71.4	--	28	13	46.4	--

H. Federal Intervention Program – Title I Programs Only

(Provide data from the charter school's most recent DataQuest Accountability Progress Reporting (APR) School Report – PI Status)

Is the school designated as a Program Improvement school? No Yes

If yes, specify the specific PI year designation 1 (One)

Indicator	Odyssey Charter School	District (PUSD)
Program Improvement Status	Yes	Yes
First Year of Program Improvement	Yes	Yes
Year in Program Improvement	1	1
Number of Schools Currently in Program Improvement	n/a	17
Percent of Schools Currently in Program Improvement	n/a	51%

Describe steps the school is taking to maintain/achieve Safe Harbor or exit PI. (Include the two-year PI Plan as Appendix III.H)

In an effort to ensure we exit Program Improvement, the staff at Odyssey has modified its year-long professional development activities to focus on assisting students reach proficiency on both the ELA and Math portions of the CST. By analyzing data, devising individual student success strategies, and optimizing our teacher assistants, we expect to increase the number of students who score proficient or higher on the 2012 CST. Additional details about our exit plan will be found in Appendix III.H.

I. California High School Exit Examination Results for All Students – 3 year trend

(Provide data using the most recent DataQuest CAHSEE School Report for All Grades, both English-Language Arts and Mathematics)

CAHSEE Pass Rates for All Students

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts									
Mathematics									

CAHSEE Pass Rates for 10th Graders & All Students (Overall)

	2008-09		2009-10		2010-11	
	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics
10 th Graders						
Overall						

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.

J. California High School Exit Examination Results by Student Group
(Provide data using the most recent DataQuest CAHSEE School Report for Mathematics and English Language Arts by Gender and Ethnic Designation)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Male						
Female						
Economically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Provide a brief discussion and analysis of the above results and include any steps being taken to continue improving upon this metric.

K. California Physical Fitness Test Results

(Provide data from the most recent (09-10) California Physical Fitness Test for the table below)

Grade Level	Percentage of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	9.4	40.6	31.2
7 th	13.8	27.6	37.9
9 th	N/A	N/A	N/A

L. California English Language Development Test (CELDT)

(Provide data from the most recent DataQuest CELDT Report)

Annual Assessment- All Students (Number and Percent at each level)

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced		2/33%												
Early Advanced		1/17%	3/60%											
Intermediate		2/33%	2/40%											
Early Intermediate		1/17%												
Beginning														
Number Tested		6	5	3	2	1	0	0	0	0	0	0	0	17

CELDT Criterion Report-All Students Meeting CELDT Criterion

	K	1	2	3	4	5	6	7	8	9	10	11	12	ALL
# Students	1	6	5											16
% Students	17%	67%	63%											53%
Number Tested	6	9	8	3	3	1								30

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

The use of the CELDT allows us to continue ensuring our students are making demonstrable progress and moving towards full English proficiency. The number of English learners grew by 65% from 18 in 2009-2010, to now 30 in 2010-2011. This continues our ongoing trend of increasing our EL population. Additional training has allowed us to continue making strides in reclassifying students via our reclassification to English proficiency criteria.

V. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (HIGH SCHOOLS ONLY)

A. Dropout Rate and Graduation Rate

(Provide data from 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 Reports)

Dropout & Graduation Rate

Indicator	School			District (LACOE)			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)									
Graduation Rate									

B. Completion of High School Graduation Requirements

(Provide data from the DataQuest Graduation Data-Grads & Grads with UC/CSU required Courses by Gender & Ethnicity Report)

Group	Graduating Class of 2010		
	School	District (LACOE)	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Language Learners			
Students with Disabilities			

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

C. Courses for University of California and/or California State University Admission

(Provide data from the DataQuest Graduation Data-Grads & Grads with UC/CSU required Courses by Gender & Ethnicity Report)

Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

D. Advanced Placement Courses

(Provide data from the DataQuest Course Enrollment by School- Advanced Placement Classes)

Course Name	Students Enrolled

E. Career Technical Education Programs

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Provide information about degree to which pupils are prepared to enter the workforce including the Career Technical Education (CTE) Programs offered at the school

VI. SCHOOL STAFF

A. Teacher Credential Summary Table

(Provide data from the California Department of Education)

Teacher Qualification	School Data			District-Wide
	2008-2009	2009-10	2010-11	2010-11
With Full Credential	15	12	14	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	

B. Teacher Mis-assignments and Vacant Teacher Positions

(Use data provided by the SARC Template from the California Department of Education)

Indicator	2008-09	2009-10	2010-11
Mis-assignments of Teachers of English Learners	0	0	0
Total Teacher Mis-assignments	0	0	0
Vacant Teacher Positions	0	0	0

C. Core Academic Classes Taught by No Child Left Behind Compliant Teachers

(Provide data for classes taught by NCLB and non-NCLB Compliant Teachers)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District		

D. Support Staff/Non-certificated Staff Table

(List all non-certificated staff members including, but not limited to principals, directors, coordinators, consultants, counselors, instructional assistants, etc.)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)		n/a
Other		n/a

E. Teacher and Administrative Salary Table

(Provide salary data for each of the following areas; modifications can be made to positions)

Position	Annual Salary	Annual Benefits (\$)
Median Paraprofessional/Aide	\$18,038	\$2,500-\$3,000
Median Classified	\$53,500	\$5,000-\$10,000
Median Custodian	\$21,000	\$2,500-\$3,000
Beginning Teacher	\$43,500	\$5,000-\$10,000
Median Teacher	\$52,022	\$5,000-\$10,000
Highest Teacher	\$63,000	\$5,000-\$10,000
Lowest Assistant Principal		
Median Assistant Principal		
Highest Assistant Principal		
Lowest Principal		
Median Principal		
Highest Principal		
Director(s)		
Supt./Executive Director	\$95,000	\$5,000-\$10,000

F. Professional Development Plan

(Provide a brief summary of the main focus or foci of professional development activities for the year. Explain how the focus was chosen and how it supports the school's vision and student achievement needs. Include a full table of all professional development opportunities as Appendix V.G)

Since its inception, Odyssey has been committed to using substantial resources towards Professional Development opportunities to grow and strengthen our vision, mission and school community. These opportunities can be directly linked to the achievement and success of Odyssey over the past twelve years.

Due to the ongoing budget crisis, Odyssey continuously grapples with the difficulty budgetary situation and has made monetary cuts in the area of professional development. Despite these cuts, our faculty continues to brainstorm and collaborate on areas of concentration through our staff meetings and have turned toward our onsite professionals for support. To support our development, we have gotten creative and are currently using available research and publications to learn about and devise ways of improving our practice as educators.

At the end of the 2009-10 school year, staff held a brainstorming session on areas of interest to focus on for the incoming 2010-11 school year. Those areas of interest were:

- School Culture
- Cross Grade Collaborations
- Communicating with Parents

The consensus from that meeting shaped our 2010-11 school year focus on improving our social-emotional approach and curriculum as a K-8 school. In August of 2010, 3 staff members attended "The Responsive Classroom, Level I" week long training and were charged with bringing that information back to disseminate with the entire staff during our summer professional development.

Responsive Classroom ties two of the elements of our charter:

- **Emotional Well-Being**-- *Respect and understanding for the lifestyles, views and beliefs of oneself and others.*
- **Social Responsibility**-- *Capacity to perceive social needs and apply leadership skills effectively.*

During our 5 day summer professional development, staff was introduced to the elements of The Responsive Classroom and determined an implementation focus for each trimester for the 2010-11 school year. In the first trimester our focus was on introducing the following elements of the Responsive Classroom: Morning Meeting, Creating Rules, Interactive Modeling and Logical Consequences. In the second trimester our focus was on Teacher Language and our third trimester focus was on parents and teachers working together.

Odyssey also continued our concentration on mentoring new teachers on Readers and Writer's Workshop throughout the year. Odyssey's veteran teachers, who attended the Teachers College Readers & Writers Workshop Training, mentored new teachers on the philosophy, implementation, structure, and workshop model throughout the year. Additionally, we were fortunate to have a parent in our community who is also Teachers College trained and a former literacy coach from the Alhambra Unified School District, complete a series of professional development sessions focused on preparing our students for the 4th and 7th grade writing tests.

We are quite fortunate to continue our partnership with the Mathematics Department at the University of California, Santa Barbara to obtain additional training on the "Contexts for Learning Mathematics Workshop." Eight 1st-4th grade teachers attended 3-day summer workshop training focused on mathematical development at the K-3 and 4-6 grade levels. These workshops focused on the areas of big ideas and strategies and models students need to develop robust numbers sense. Our goal was to study numerical literacy development in greater detail and gain deeper knowledge of the Contexts for Learning Units at these grade levels. The workshops included instructional units necessary to develop the strategies as well as mini-lessons and tools to incorporate the materials throughout the year. Additionally, teachers were able to examine student thinking through video and written work to see the various learning strategies at work.

VII. SCHOOL GOVERNANCE

A. Board Composition

(Provide the following information the charter school's governing board)

Name	Relationship to Charter/other board member(s)*	Charter School Employee (Yes/No)	Position Held on the Board	Voting or Non Voting Member	Compensation Received (if any)
Robert Bravo	Community Member	No	Member	Voting	None
Steven Cogswell	Community Member	No	Chair	Voting	None
Tamerlin Godley	Community Member	No	Vice Chair	Voting	None
Rhonda Graham	Parent	No	Parent Rep	Voting	None
Christopher Guyer	Community Member	No	Secretary	Voting	None
Melinda LeMoine	Community Member	No	Member	Voting	None
Denise Martinez	Teacher	Yes	Teacher Rep	Voting	None
Elizabeth Rainey	Parent	No	Parent Rep	Voting	None

B. Board Meetings

(List Board Meetings for the Report Year)

Number of Board Members required to reach quorum: 5

Date	Time	Location	# of Board Members Present
8/31/10	6:00pm	Odyssey Charter School	5
9/28/10	6:00pm	Odyssey Charter School	6
10/26/10	6:00pm	Odyssey Charter School	8
11/16/10	6:00pm	Odyssey Charter School	5
12/7/10	6:00pm	Odyssey Charter School	6
2/22/11	6:00pm	Odyssey Charter School	7
3/22/11	6:00pm	Odyssey Charter School	9
4/26/11	6:00pm	Odyssey Charter School	6
5/24/11	6:00pm	Odyssey Charter School	7
6/21/11	6:00pm	Odyssey Charter School	7

VIII. SCHOOL FACILITIES

A. School Facility Conditions and Planned Improvements

(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 VIII.A)

Our school occupies various one-story wood framed building with exterior plastered walls. It has 15 classrooms, 5 bungalows, a school office, and auditorium that is also used as a cafeteria, two each-boy's and girls' restrooms, and three playgrounds. Typical classrooms are approximately 955 square feet while kindergarten classrooms are approximately 1,100 square feet. There are approximately 320 students enrolled.

Below is an update on all recommended and required changes:

1. Item #10 – Obtain an updated copy of the AHERA School Management Plan and keep in the school office.
 - i. Updated copy has been received from PUSD and has been placed in school office. PUSD continues to do AHERA annual inspections.
2. Item #46 - Repair uplifted asphalt in courtyard located by classrooms 11, 12, and 13. The item was identified in 2008 and 2009.
 - i. Pasadena Unified School District (PUSD) has repaired uplifted asphalt in the courtyard. In addition has repaired cracked asphalt in the North Field Playground area.

The below are improvements that are needed, all are currently being discussed with PUSD.

1. Room 7/13 Water Leakage: During heavy rain, Room 7 and 13 experience water leakage against the east wall of the classroom. Per our lease agreement, this is considered a "Deferred Maintenance" issue, as it pertains to a wall system, and possible paving/roofing, as such we will not continue to pay for these damage costs. Previous costs incurred by the school, carpet cleaning, flooding repair/sanitation, roof repair.
2. Slope/Behind Field: There are overgrown trees in the back portion of our field, behind our leased areas. According to our lease agreement and the map provided by PUSD, the grass field is the ending of the space we receive. That being said we are not responsible for the trees, or any damage that may be incurred due to the rotting or over growth of the trees. PUSD has already paid for fence damage by one tree.
3. Air Units: Some air units need replacement. Currently we pay for bi-annual service to the air units. We have paid for routine replacement of items, i.e. filters, small parts, etc. Per our last service, it was indicated that certain air unit need to be replaced.

B. School Facility Good Repair Status

(Provide the results of the most recently completed LEA school site inspection)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Repairs have been made to asphalt on campus
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

C. School Safety Plan

(Provide a summary of the 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 and related policies and have incorporated them as appropriate into the Employee Handbook and Student and Parent Handbook. 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.

IX. SCHOOL FINANCES

A. Per Pupil Expenditures and School Site Teacher Salaries

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site		\$6763/ \$632	\$6,131/ \$51,151	
District		\$6763/ \$632	\$6,131/ \$51,151	
Percent Difference at School Site and District		N/A	N/A	
State				
Percent Difference at School Site and State				

B. Types of Services Funded

(Provide any information about the programs and supplemental services that are provided at the school through either categorical funds or other sources)

As a result of the budget cuts incurred by Odyssey Charter School over the past three years, supplemental services and programs via any funding source are not offered.

X. LISTING OF APPENDICES (THE FOLLOWING SUPPORTING DOCUMENTATION IS SUBMITTED IN ONE SINGLE PACKET TO THE LACOE CHARTER SCHOOLS OFFICE)

- I.M Annual Calendar of Events
- III.A STAR CST Results Full Report
- III.B STAR CST Results Reports by Subgroup
- III.C Accountability Progress Reporting (APR) Growth and Base Reports
- III.D API Base Similar Schools Report
- III.E Accountability Progress Reporting (APR) Growth and Base Reports for subgroups
- III.F Accountability Progress Reporting (APR) AYP School Report
- III.H Accountability Progress Reporting (APR) School Report- PI Status
- III.J CAHSEE School Report for All Grades (if applicable)
- III.K CAHSEE School Report for Mathematics and English Language Arts by Gender and Ethnic Designation (if applicable)
- III.M CELDT Report
- IV.A 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 (if applicable)
- IV.D Course Enrollment by School- Advanced Placement Classes (if applicable)
- V.G Professional Development Opportunities
- VIII.A LACOE Facility Inspection Reports

Appendix I.M Annual Calendar of Events

Odyssey Charter School 2010-2011 Calendar of School Events

Parent Work Day	Aug 15, 2010	8:00am
Parent Work Day	Aug 28, 2010	8:00am
OCS Orientation and Picnic	Aug 29, 2010	2:00pm
OPPG Meeting	Sept. 21, 2010	6:00pm
Back to School Nights	Sept. 22 & 23, 2010	6:00pm
Restaurant Night #1	Oct. 14, 2010	5:00pm
Math Night	Oct. 21, 2010	5:00pm
Dance Away	Oct. 29, 2010	6:00pm
Student Government Inaugural Event	Nov. 5, 2010	
OPPG Meeting	Nov. 16, 2010	8:30am
Stone Soup Day	Nov. 23, 2010	11:00am
Pancake Breakfast, Book Fair & Rummage Sale	Dec. 4, 2010	9:00am
Parent Work Day	Jan. 8, 2011	9:00am
OPPG Meeting	Jan. 25, 2011	6:00pm
Family Literacy Night	Jan 27, 2011	6:00pm
Rock Fest	Feb. 18, 2011	9:00am
Dance Away	Feb. 25, 2011	6:00pm
Dr. Seuss Day	Mar 2, 2011	10:00am
Casino Night	Mar 19, 2011	5:00pm
OPPG Meeting	Mar 29, 2011	8:30am
Earth Day	Apr 1, 2011	10:00am
Dance Away	Apr. 29, 2011	6:00pm
Rummage Sale / Bake Sale	May 7, 2011	10:00am
Run-4-Fun	May 13, 2011	8:30am
OPPG Meeting	May 24, 2011	6:00pm
Teacher Appreciation Week	May 23-27, 2011	
Charity Marketplace	June 18, 2011	11:00am
Graduation	June 23, 2011	5:30pm

Monthly Events:

OPPG Leadership Meetings

2nd Wednesday of the month at 6:30pm

8/11, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11, 6/8

Arts Committee Meetings

10/1 8:30am, 11/5 8:30am, 12/3 8:30am, 1/26 7pm, 3/25 8:30am, 5/25 7pm

Appendix III.A DataQuest STAR CST Results Full Report

Appendix III.B DataQuest STAR CST Results Reports by Subgroup

Appendix III.C DataQuest Accountability Progress Reporting (APR) Growth and Base Reports

Appendix III.D DataQuest API Base Similar Schools Report

Appendix III.E DataQuest Accountability Progress Reporting (APR) Growth and Base Reports for subgroups

Appendix III.F DataQuest Accountability Progress Reporting (APR) AYP School Report

Appendix III.H DataQuest Accountability Progress Reporting (APR) School Report- PI Status & PI Exit Plan

Odyssey Charter School has been identified as a Year 1-Program Improvement School for not meeting all of the Adequate Yearly Progress (AYP) Criteria for the 2009-2010 and 2010-2011 years.

In 2009-2010, Odyssey met 19 of its 21 criteria; our 21 criteria were:

1. Schoolwide Participation Rate above 95% in English/Language Arts (ELA)
2. Black/African American student participation rate above 95% in ELA
3. Hispanic/Latino student participation rate above 95% in ELA
4. White student participation rate above 95% in ELA
5. Socioeconomically disadvantaged student participation rate above 95% in ELA
6. Schoolwide Participation Rate above 95% in Mathematics
7. Black/African American student participation rate above 95% in Mathematics
8. Hispanic/Latino student participation rate above 95% in Mathematics
9. White student participation rate above 95% in Mathematics
10. Socioeconomically disadvantaged student participation rate above 95% in Mathematics
11. Schoolwide percent proficiency above 56.8% in ELA
12. Black/African American student percent proficiency above 56.8% in ELA
13. Hispanic student percent proficiency above 56.8% in ELA
14. White student percent proficiency above 56.8% in ELA
15. Socioeconomically disadvantaged student percent proficiency above 56.8% in ELA
16. Schoolwide percent proficiency above 58% in Mathematics
17. Black/African American student percent proficiency above 58% in Mathematics
18. Hispanic student percent proficiency above 58% in Mathematics
19. White student percent proficiency above 58% in Mathematics
20. Socioeconomically disadvantaged student percent proficiency above 58% in Mathematics
21. Meeting API target of 799

The two criteria we did not meet in 09/10 were:

1. Black/African American student percent proficiency above 56.8% in ELA
2. Socioeconomically disadvantaged student percent proficiency above 56.8% in ELA

In 2010-2011, Odyssey met 15 of its 21 criteria; our 21 criteria were:

1. Schoolwide Participation Rate above 95% in English/Language Arts (ELA)
2. Black/African American student participation rate above 95% in ELA
3. Hispanic/Latino student participation rate above 95% in ELA
4. White student participation rate above 95% in ELA
5. Socioeconomically disadvantaged student participation rate above 95% in ELA
6. Schoolwide Participation Rate above 95% in Mathematics
7. Black/African American student participation rate above 95% in Mathematics
8. Hispanic/Latino student participation rate above 95% in Mathematics
9. White student participation rate above 95% in Mathematics
10. Socioeconomically disadvantaged student participation rate above 95% in Mathematics
11. Schoolwide percent proficiency above 67.6% in ELA
12. Black/African American student percent proficiency above 67.6% in ELA
13. Hispanic student percent proficiency above 67.6% in ELA
14. White student percent proficiency above 67.6% in ELA
15. Socioeconomically disadvantaged student percent proficiency above 67.6% in ELA

16. Schoolwide percent proficiency above 68.5% in Mathematics
17. Black/African American student percent proficiency above 68.5% in Mathematics
18. Hispanic student percent proficiency above 68.5% in Mathematics
19. White student percent proficiency above 68.5% in Mathematics
20. Socioeconomically disadvantaged student percent proficiency above 68.5% in Mathematics
21. Maintaining an API over 800

The criteria we did not meet in 10/11 are:

1. Schoolwide percent proficiency above 68.5% in Mathematics
2. Black/African American student percent proficiency above 67.6% in ELA
3. Black/African American student percent proficiency above 68.5% in Mathematics
4. Hispanic student percent proficiency above 67.6% in ELA
5. Hispanic student percent proficiency above 68.5% in Mathematics
6. Socioeconomically disadvantaged student percent proficiency above 68.5% in Mathematics

As part of our year-long professional development, we have charged ourselves with further examining the CST performance data, to help us identify which students need additional support to ensure they reach proficiency in either, or both, English/Language Arts and Mathematics.

In conducting these analyses we were able to identify students' areas of weakness and devise individual student success strategies which formed part of their Individualized Learning Plans as an academic goal for the 2011-2012 year. Some of the strategies include the use of computer lab time to practice test taking on Study Island, effectively using Study Hall time to complete assignments and get additional assistance, using textbook sponsored video tutoring, retelling and summarizing of texts read to demonstrate comprehension, using writing and reading journals, working with students in small groups for directed instruction, and placement of teacher assistants in middle school math classes.

We anticipate the variety of strategies and individual student goals will assist students in moving towards the higher level of proficiency on their respective CST examinations. These individual student goals and success strategies have also been shared with families during our parent/teacher conferences which took place early this fall trimester. By engaging parents in this process, we aim to inform of their child's' progress and also gain their support as partners to ensure students are performing at their full potential.

These individual student approaches are one component of our exit plan. The second component is a macro approach on the school wide goals and strategies we are using to help exit program improvement.

The first of these is continued time and resources dedicated to the improvement of our mathematics program, curriculum, and professional development. For the past two years, we have partnered with the Mathematics Department at the University of California, Santa Barbara to have our teachers trained in their "Contexts for Learning Mathematics" workshop series. These multiday workshops focus on the areas of big ideas and strategies and models students need to develop robust numbers sense. Our goal was to study numerical literacy development in greater detail and gain deeper knowledge of the Contexts for Learning Units. The workshops included instructional units necessary to develop the strategies as well as mini-lessons and tools to incorporate the materials throughout the year. Additionally, teachers were able to examine student thinking through video and written work to see the various learning strategies at work. At the 6th through 8th grade levels, we have invested in new math textbooks that meet the Common Core State Standards. These new textbooks provide teachers and students an additional learning tool that we anticipate will assist us in preparing our students for the Mathematics portion of the CST.

The final component of our plan focuses on using realistic performance targets that will enable us to make gains in the area of student achievement and also meet our AYP requirements. Through the use of Safe Harbor targets, we are able to have realistic performance goals and focus on the art of authentic learning and teaching. For the 2012 CST cycle, we have calculated and set the following Safe Harbor Targets for our students.

English & Language Arts		Safe Harbor Proficiency Target	Number of Students (Based on 2011 Numbers)
	Schoolwide	67.3%	166
	Black/African American	51%	29
	Hispanic/Latino	59.6%	51
	Socioeconomically Disadvantaged	59.7%	56
	Students with Disabilities	58.2%	18
Mathematics		Safe Harbor Proficiency Target	Number of Students (Based on 2011 Numbers)
	Schoolwide	66.2%	164
	Black/African American	39.4%	23
	Hispanic/Latino	66.5%	57
	Socioeconomically Disadvantaged	56.5%	53
	Students with Disabilities	51.8%	16

These targets represent the minimal levels of performance that we are expecting to achieve for our various subgroups.

As educators, it is our goal to have all students exhibit their learning in a way that is accurate, authentic, and genuine; unfortunately the State mandated benchmarks brings us face to face with the unique challenge of demonstrating knowledge, skill and ability in one single format.

Appendix III.J DataQuest CAHSEE School Report for All Grades

Appendix III.K DataQuest CAHSEE School Report for Mathematics and English
Language Arts by Gender and Ethnic Designation

Appendix III.M DataQuest CELDT Report

Appendix IV.A 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

Appendix IV.D DataQuest Course Enrollment by School- Advanced Placement
Classes

Appendix V.G Professional Development Opportunities

List the professional development activities provided for school staff

Date	Title/Topic	Presenter/s	Job Title of Attendees (teacher, paraprofessionals, administrators)	Grade Level Focus	Rationale (How it supports student achievement, school vision, etc)
July 13 th - 15 th , 2010	Context For Learning Mathematics Workshop	UCSB Department of Mathematics Summer 2010	4 teachers attended the 3 day UCSB Mathematics workshop to strengthen our constructivist math curriculum	K-2	Odyssey's approach to Mathematics per our charter
July 20 th - 22 nd 2010	Context For Learning Mathematics Workshop	UCSB Department of Mathematics Summer 2010	3 teachers attended the 3 day UCSB Mathematics workshop to strengthen our constructivist math curriculum	3-4	Odyssey's approach to Mathematics per our charter
August 2 nd - 6 th , 2010	Responsive Classroom Training	Responsive Classroom	2 teachers, Executive Director and Director of Community Relations attended the 5 day training	K-8	It supports our Emotional Well Being strand of our charter
August 30 th - September 3 rd , 2010	Summer Faculty Professional Development	Executive Director, Office Manager, Director Of Operations, & Inclusion Specialist	OCS Faculty	K-8	Odyssey dedicated 5 days to Professional Development prior to the commencement of the new school year to review curriculum, policies and procedures. In addition, we focused on implementing the Responsive Classroom Strategies from our lead staff members who attend the 5 day Responsive Classroom Training.
November 1 st , 2010	Summary Writing	My Linh Le	Literacy Coach	K-8	3 hour Professional Development Workshop on preparing our students for the 4 th and 7 th grade California Writing Standards Test. The focus of this workshop was on the genre of Summary Writing.
February 14 th , 2011	Response to Literature Writing	My Linh Le	Literacy Coach	K-8	3 hour Professional Development Workshop on preparing our students for the 4 th and 7 th grade California Writing Standards Test. The focus of this workshop was on the genre of Response to Literature Writing.

Appendix VIII.A LACOE Facility Inspection Reports