2012-13 School Quality Snapshot
Odyssey Charter
Los Angeles County Office of Education
725 West Altadena Dr., Altadena, CA 91001

California's Academic Performance Index (API)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Growth API</td>
<td>860</td>
</tr>
<tr>
<td>Growth from Prior to Current Year</td>
<td>12</td>
</tr>
<tr>
<td>Met Schoolwide Growth Target</td>
<td>Yes</td>
</tr>
<tr>
<td>All Student Groups Met Target</td>
<td>No</td>
</tr>
<tr>
<td>2012 Base API State Rank</td>
<td>7</td>
</tr>
<tr>
<td>2012 Base API Similar Schools Rank</td>
<td>2</td>
</tr>
</tbody>
</table>

API Subgroup Performance - 2013 API Growth

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Met Target</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>No</td>
<td>-20</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>20</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

CHART LEGEND:
- Green = Student group met target
- Red = Student group did not meet target
- Blue = Student group is not numerically significant
- -- = Not enough students to report

2012-13 Enrollment by Race/Ethnicity

2012-13 Subgroup Enrollment

- English Learners: 7%
- Socioeconomically Disadvantaged: 31%
- Students with Disabilities: 11%

Average Class Size

California Department of Education
Report (v2.a) Generated: February 26, 2014
2012-13 School Quality Snapshot
Odyssey Charter
Los Angeles County Office of Education
725 West Altadena Dr., Altadena, CA 91001

CST History/Social Science Results (percent proficient and above)

Percentage of 2011-12 Graduates Meeting University of California "a-g" Requirements

2011-12 Average SAT Score

Percentage of English Learners Making Progress in Learning English

Cohort Graduation Rate*

CAHSEE English-Language Arts Grade 10 Passing Rate

Percentage of Students in the Healthy Fitness Zone in 2011-12

2011-12 Suspensions and Expulsions as a Percentage of Enrolled Students

CAHSEE Mathematics Grade 10 Passing Rate

**CHART LEGEND:**

- SCHOOL
- DISTRICT
- STATE

* Only three years of data are available

**CAHSEE:** CA High School Exit Examination
**CST:** CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

Tom Torlakson
State Superintendent of Public Instruction

California Department of Education
Report (v2.a) Generated: February 26, 2014

Please visit the following Web page for more information: [http://www.cde.ca.gov/snapshot/](http://www.cde.ca.gov/snapshot/)
Odyssey Charter School
Program Improvement Year Three
Corrective Action Plan

Odyssey Charter School has been identified as a Year 3-Program Improvement School for not meeting all of the Adequate Yearly Progress (AYP) Criteria for the 2010-2011, 2011-2012 and 2012-2013 years.

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 6 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

In 2011-2012, Odyssey met 17 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 78.4% in ELA
12. Black/African American student percent proficiency above 78.4% in ELA
13. Hispanic student percent proficiency above 78.4% in ELA
14. White student percent proficiency above 78.4% in ELA
15. Socioeconomically disadvantaged student percent proficiency above 78.4% in ELA
16. Schoolwide percent proficiency above 79% in Mathematics
17. Black/African American student percent proficiency above 79% in Mathematics
18. Hispanic student percent proficiency above 79% in Mathematics
19. White student percent proficiency above 79% in Mathematics
20. Socioeconomically disadvantaged student percent proficiency above 79% in Mathematics
21. Maintaining an API over 800

The 4 criteria we did not meet in 2011/12 are:
1. Socioeconomically disadvantaged student percent proficiency above 78.4% in English/Language Arts
2. Schoolwide percent proficiency above 79% in Mathematics
3. Hispanic student percent proficiency above 79% in Mathematics
4. Socioeconomically disadvantaged student percent proficiency above 79% in Mathematics

In 2012-2013, Odyssey met 18 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 89.2% in ELA
12. Black/African American student percent proficiency above 89.2% in ELA
13. Hispanic student percent proficiency above 89.2% in ELA
14. White student percent proficiency above 89.2% in ELA
15. Socioeconomically disadvantaged student percent proficiency above 89.2% in ELA
16. Schoolwide percent proficiency above 89.5% in Mathematics
17. Black/African American student percent proficiency above 89.5% in Mathematics
18. Hispanic student percent proficiency above 89.5 % in Mathematics
19. White student percent proficiency above 89.5% in Mathematics
20. Socioeconomically disadvantaged student percent proficiency above 89.5% in Mathematics
21. Maintaining an API over 800

The 3 criteria we did not meet in 12/13 are:
1. Black/African American student percent proficiency above 89.2% in ELA
2. Black/African American student percent proficiency above 89.5% in Mathematics
3. Socioeconomically disadvantaged student percent proficiency above 89.5% in Mathematics

In 2010, Odyssey entered Program Improvement status and is currently designated as a PI Year 3 school for the 2013-14 school year. Throughout Odyssey’s fifteen year history, we have consistently used student performance data to evaluate our curriculum and modify instructional methods to positively influence student performance. This form of continuous improvement is imperative to ascertain the specific instructional strategies and practices yielding successful results; furthermore this practice allows us to identify areas for further improvement.

Odyssey celebrates our student performance data generated by our Academic Performance Index (API) gain over the past five years demonstrating considerable gains along this metric. The data table below details our API performance in the past five years.

<table>
<thead>
<tr>
<th>Schoolwide Academic Performance Index (API)</th>
<th>Data Table (2009-2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Base API</td>
<td>767</td>
</tr>
<tr>
<td>Growth Target</td>
<td>5</td>
</tr>
<tr>
<td>Target API</td>
<td>772</td>
</tr>
<tr>
<td>Actual Growth</td>
<td>28</td>
</tr>
<tr>
<td>Actual API</td>
<td>795</td>
</tr>
</tbody>
</table>

*denotes the school scored at or above the statewide performance target of 800

While schoolwide API serves as one of several assessments used to track and document student performance and academic growth each year, Odyssey additionally analyzes the AYP for each individual subgroup and the levels of proficiency by content area to gain a better understanding of student learning and achievement. The data table below details the AYP scores for our student subgroups over the past three years as we have progressed into PI Year 3. 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.

**English Language Arts Proficiency**

The data table below details the AYP performance for our student subgroups over the past three years.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th><strong>Annual Yearly Progress (AYP) by Numerically Significant Subgroup</strong></th>
<th><strong>Data Table (2011-2013)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>2011</strong></td>
<td><strong>2012</strong></td>
</tr>
<tr>
<td></td>
<td>Valid Scores</td>
<td>% Proficient and Above</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>234</td>
<td>63.7%/SH</td>
</tr>
<tr>
<td>African American</td>
<td>55</td>
<td>45.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>78</td>
<td>55.1%</td>
</tr>
<tr>
<td>White</td>
<td>71</td>
<td>83.1%</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>87</td>
<td>55.2%/SH</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prior to entering Program Improvement in 2010, we focused on the English Language Arts curriculum and created pacing plans and a professional development plan to ensure the ELA content standards were being adequately addressed. This would also help us ensure students would demonstrate proficiency on the CST ELA test by the end of the school year and by extension we successfully exited program improvement in 2009.

The English Language Arts AYP data table showcases our successful implementation and instructional strategies of the ELA curriculum as the subgroups levels of proficiency exhibit steady increases over the course of the past three years. Additionally, the growing percentage of students scoring proficient and advanced over the past five years can be attributed to a number of institutional improvements. Concentrated efforts to improving our literacy approach, adjustments to the Writer’s Workshop environment to meet students’ needs, and teacher assistants in all kindergarten through fourth grade classrooms allow for additional small group work and one to one reading support are all factors influencing our improvement. Specific instructional strategies implemented during workshop were designed and formatted to meet the demands of the California Standards Tests. Finally the use of Study Island test prep software supported our students in learning test taking skills and strategies.
4th & 7th Grade CST Writing Test Data Table (2009-2013)

<table>
<thead>
<tr>
<th></th>
<th>4th Grade</th>
<th>7th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>83%</td>
<td>52%</td>
</tr>
<tr>
<td>2010</td>
<td>*</td>
<td>70%</td>
</tr>
<tr>
<td>2011</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>2013</td>
<td>91%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Percentage denotes the number of students who earned scores of 3 or 4 on the writing test, where 4 is the highest possible score.

*-- 4th grade CST Writing test was cancelled statewide due to unprecedented budget cuts

The data table above showcases the performance of our 4th & 7th students in the writing portion of the ELA CST. These remarkable results are evidence our students are confident, capable and well prepared for the writing challenges they will face in their educational journeys. Odyssey is enthusiastic for the opportunity to have students demonstrate their knowledge and content mastery via the CA Measurements of Academic Performance and Progress assessments being planned for the near future.

CST Mathematics Proficiency

The data table below details the AYP performance for our student subgroups over the past three years.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid Scores</td>
<td>% Proficient and Above</td>
<td>Met AYP</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>234</td>
<td>62.4%</td>
<td>No</td>
</tr>
<tr>
<td>African American</td>
<td>55</td>
<td>32.7%</td>
<td>No</td>
</tr>
<tr>
<td>Hispanic</td>
<td>78</td>
<td>62.8%</td>
<td>No</td>
</tr>
<tr>
<td>White</td>
<td>71</td>
<td>83.1%</td>
<td>Yes</td>
</tr>
<tr>
<td>Socioeconomically</td>
<td>87</td>
<td>51.7%</td>
<td>No</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

These three factors played a critical role in preventing us from demonstrating students’ mathematics capacity and knowledge. To address these deficiencies, a new mathematics program has been adopted at all grade levels, and all teachers and teacher assistants have also participated in one full day training on the fundamentals of the program. We expect to continue providing teachers professional development in this area with the ultimate goal of seeing improved results along this performance metric.

Program Improvement Corrective Action Plan

In the first year of Program Improvement, we spent the year focused on professional development focused on further examining CST performance data. This helped identify which students need additional support to ensure they reach proficiency in either, or both, English Language Arts and Mathematics. In PI Year 2, the teaching staff and our School Site Council opted to make mathematics our main focus, and led to the identification and selection of a new mathematics program which works well with our constructivist educational philosophy. As part of our ongoing compliance efforts, Odyssey has continued to notify parents of our Program Improvement status, provide Supplemental Educational Services (SES) to qualifying students, and dedicated at least ten percent of our Title I federal funds to professional development activities.

As a result of the PI Year 3 designation and the implementation of the CA Common Core State Standards, Odyssey faculty have been reviewing, discussing, and aligning current curriculum to the new standards. Additionally, Singapore Math has been adopted as the school’s new math program; it is also aligned to the Common Core State Standards and includes benchmark assessments as part of the program to ensure students are making adequate progress in their learning.

The following strategies have been devised to ensure we meet our AYP goals and exit Program Improvement, increase student performance in the areas of English Language Arts and Mathematics, and successfully transition to the California Common Core State Standards. These include:
• Adoption and professional development of Singapore Math as our new mathematics curriculum which is aligned to the CA Common Core State Standards. This math program is more structured and includes a more standardized instructional approach including rigorous benchmark assessments to ensure the monitoring of student progress.

• Use of Dreambox Learning software which is designed to support students learning in the area of math. This tool allows teachers to provide students engaging activities designed to reinforce their in-class lessons, provide support in areas of deficiency, and also administer formative and benchmark assessments to monitor student learning and progress throughout the year.

• Establish and implement a reading intervention program for chronically underperforming students in the area of English Language Arts. This program utilizes CA Common Core State Standards aligned materials and gives teachers ongoing performance data used to improve student performance in the area of reading.

• The Fountas & Pinnell leveled reading assessments will serve as the benchmark assessment system used to evaluate student reading progress at all grade levels. This program aligns well with our Reader’s Workshop model implemented on campus, and allows teachers and administrators the ability to review student performance data at the individual, classroom, grade, and school wide level.

• More effective usage of our teacher assistants in all classrooms to support students who need additional assistance in fifth through eighth grade

• Devise individual testing assistance strategies for students

• Utilize additional opportunities for direct instruction for all students who need assistance

• Provide supplemental education services to historically underperforming students using federal Title I and additional school funding.

Moving forward, Odyssey believes it is well positioned for the implementation of the CA Common Core Standards in Mathematics with the adoption of Singapore Math, intervention strategies, and Dreambox Learning software. In regards to the CA Common Core Standards in English Language Arts & Literacy, we remain committed to the authentic teaching and learning in the Reader’s and Writer’s Workshop model. Furthermore, campus resources will be allocated to provide teachers the opportunity to attend professional development experiences at Teachers College, Columbia University for direct training from The Reading & Writing Project.