

Executive Summary School Accountability Report Card, 2006-07

For *Odyssey Learning Center School*

Address: 7150 Santa Juanita Ave., Orangevale, CA 95662
Principal: Cindee Shapton
cindeeshapton@odysseylearningcenter.org

Phone: (916) 988-0258
Grade Span: 5-22 years

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Student Enrollment

Group	Enrollment
Number of students	58
African American	19%
American Indian or Alaska Native	0
Asian	4%
Filipino	0
Hispanic or Latino	9%
Pacific Islander	1%
White (not Hispanic)	53%
Multiple or No Response	14%
Socioeconomically Disadvantaged	%
English Learners	100%
Students with Disabilities	100%

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Accountability Report Card Reported for School Year 2006-07 *Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Or

Contact Information

This section provides the school's contact information.

School		District	
School Name	Odyssey Learning Center	District Name	Non-Public School in San Juan Unified
Street	7150 Santa Juanita Ave	Phone Number	
City, State, Zip	Orangevale, CA 95662	Web Site	
Phone Number	(916) 988-0258	Superintendent	
Principal	Cindee Shapton	E-mail Address	
E-mail Address	cindeeshapton@odysseylearningcenter.org	n/a	n/a

School Description and Mission Statement

Odyssey Learning Center is committed to enhancing the lives of children with autism, using a collaborative approach to educate and nurture them in their journey towards independence with integrity and dignity.

Achieving the Mission

Odyssey Learning Center's team of administrators, teachers, staff, DIS providers and parents, work together to make sure that each student's needs are addressed through individualized instruction. Small group instruction is utilized in the framework of the classroom as well as individualized instruction for the core areas. Students also participate in whole group instruction during certain activities such as morning meeting, lunch and closing activities.

Curriculum at Odyssey Learning Center is aligned with San Juan Unified School District's moderate to severe and autism spectrum disorder curriculum. We are also in the process of aligning alternative curriculum with standard-based core curriculum according to the Special Education Alternative Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO). This resource enhances our instructional practices as assessments drive the instruction itself. Each student is formally assessed on a yearly basis using Brigance, Steps Towards Independence, Sensory Integration Inventory as well as assessments from Speech and Language and Occupational Therapy. Other assessments include data collection on functional academics, vocations tasks, and behaviors.

Opportunities for Parental Involvement

Odyssey Learning Center offers a variety of ways for parents to be involved with their child's education. The Odyssey Learning Center teachers send home a daily communication log with each student. Classrooms have monthly postings on a web page or send postings on current events in the individual classrooms. The school has a news letter that is sent out quarterly, with events posted as well as school and student activities. Parents are invited to come to the school to train on many aspects of the student's day. The behavior specialist, speech and language pathologist and occupational therapist meet individually with the parents as needed to help maintain consistency between home and school.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school. Odyssey Learning Center is ungraded. The chart below represents the student's grade levels according to age.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	2
Grade 1	4	Ungraded Elementary	
Grade 2	2	Grade 9	4
Grade 3	1	Grade 10	4
Grade 4	2	Grade 11	8
Grade 5	2	Grade 12	20
Grade 6	3	Ungraded Secondary	
Grade 7	6	Total Enrollment	58

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	19%	White (not Hispanic)	53%
American Indian or Alaska Native	0	Multiple or No Response	14%
Asian	4%	Socioeconomically Disadvantaged	%
Filipino	0	English Learners	100%
Hispanic or Latino	9%	Students with Disabilities	100%
Pacific Islander	1%	n/a	n/a

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K									
1									
2									
3									
4									
5									
6									
K-3									
3-4									
4-8									
Other	8	6		9	6		9	6	

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Odyssey Learning Center has a comprehensive safety plan that all employees must follow. It starts with each employee's tenure at our school. There is a safety committee that has representatives from each classroom and each office area. The committee has meetings twice a month, and carries out ongoing inspections throughout the school on a regular basis. Odyssey Learning Center's safety plan covers many areas, from the basic safety needs to mass casualty. The areas covered in our comprehensive plan include; Reporting, investigations, training, communication, safety committees, emergency procedures, hazard procedures and communication, Blood born pathogens, ergonomics, vehicle safety, and workplace/school safety.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Odyssey Learning Center utilizes positive behavior interventions founded upon research-based strategies in applied behavior analysis. Each student we serve will have a behavior evaluation, which may include any of the following assessment instruments: historic report, reviews interviews, reinforcement inventories, descriptive analysis and or functional analysis. An individualized positive behavior plan is developed for each student, and staff trained in its implementation and data collection techniques.

In accordance with the Hughes Bill (AB 2586), Odyssey Learning Center will assure each individual receives:

- Interventions designed to respect the dignity and privacy of students while promoting social interaction and choices
- A safe and healthy environment regardless of disability in the least restrictive environment
- Include methods of measuring intervention effectiveness and reviewing progress
- Competency based training to staff to promote positive behavior interventions
- Procedures without pain and trauma to students

Some fundamental behavior interventions which may be used include:

- Attention and approval
- Planned ignoring
- Errorless learning
- 3 step prompt
- fading
- modeling
- positive practice
- proximity control
- redirection
- setting the stage
- shaping

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0			
Expulsions	0	0	0			

Odyssey Learning Center does not suspend or expel students from school. If a student is not appropriately placed in our school, the districts and Odyssey Learning Center assist the families in finding a new appropriate placement.

III. School Facilities

Odyssey Learning Center school facilities are in good order. We just completed a brand new school campus that was opened in August 2007.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	4	4	6	
Without Full Credential	2	2	1	
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Odyssey Learning Center uses credentialed teaching assistants and interns as substitute teachers; this helps the students as they have the consistency of familiar staff members

Teacher Evaluation Process

Odyssey Learning Center evaluates our teachers on a yearly basis, or more as needed. Evaluations are based on performance in the classroom as well as professionalism, knowledge and overall enthusiasm for the job that they are doing. The following is a sample evaluation.

Odyssey Learning Center Performance evaluation

PERFORMANCE EVALUATION: **Teacher**

NAME: _____

DATE: _____

EVALUATOR: _____

- Performance ratings are to be placed in shaded boxes, any rating of 5 or 1 must be supported by attached written documentation (feedback forms, certificates, awards, etc)
- Ratings of 4 or 2 must be supported by notations in the supporting evidence/comments section.
- 5-excellence, 4-strenght, 3-meets expectations, 2-area for growth, 1- unacceptable

ANALYTICAL	rating	supporting
Synthesizes complex or diverse information		
Collects and researches data		
Uses intuition and experience to complement data		
Designs work flow and procedures		
PROBLEM SOLVING	rating	supporting
Identifies and resolves problems in timely manner		
Gathers and analyzes information skillfully		
Develops alternative solutions		
Works well in group problem solving situations		
Uses reason even when dealing with emotional topics		
TECHNICAL SKILLS	rating	supporting
Assesses own strengths and weaknesses		
Pursues training and development opportunities		
Strives to continuously build knowledge and skills		
Shares expertise with others		
INTERPERSONAL SKILLS	rating	supporting
Focuses on solving conflict, blaming		
Maintains confidentiality		
Listens to others without interrupting		
Keeps emotions under control		
Remains open to others' ideas and tries new things		
ORAL COMMUNICATION	rating	supporting
Speaks clearly and persuasively in positive or negative situations		
Listens and gets clarification		
Responds well to questions		
Demonstrates group presentation skills		
Participates in meetings		
WRITTEN COMMUNICATION	rating	supporting
Writes clearly and informatively		
Edits work for spelling and grammar		

Varies writing style to meet needs
Presents numerical data effectively
Able to read and interpret written information

TEAMWORK

rating

supporting

Balances team and individual responsibilities
Exhibits objectivity and openness to others' view
Gives and welcomes feedback
Contributes to building a positive team spirit
Puts success of team above own interests
Able to build morale and group commitments to goals, objectives
Supports everyone's efforts to succeed

DIVERSITY

rating

supporting

Demonstrates knowledge of EEO policy
Shows respect and sensitivity for cultural differences
Educates others on the value of diversity
Promotes a harassment-free environment
Builds a diverse workforce

ETHICS

rating

supporting

Treats people with respect
Keeps commitments
Inspires the trust of others
Works with integrity and ethically
Upholds organizational values

ORGANIZATIONAL SUPPORT

rating

supporting

Follows policies and procedures
Completes administrative tasks correctly and on time
Supports organization's goals and values
Benefits organization through outside activities
Supports affirmative action and respects diversity

JUDGMENT

rating

supporting

Displays willingness to make decisions
Exhibits sound and accurate judgment
Supports and explains reasoning for decisions
Includes appropriate people in decision-making process

MOTIVATION

rating

supporting

Sets and achieves challenging goals
Demonstrates persistence and overcomes obstacles
Measures self against standard of excellence
Takes calculated risks to accomplish goals

PLANNING / ORGANIZING

rating

supporting

Prioritizes and plans work activities
Organizes or schedules other people and their tasks
Develops realistic action plans

PROFESSIONALISM

rating

supporting

Approaches others in a tactful manner
Reacts well under pressure
Treats others with respect and consideration
Accepts responsibility for own actions
Follows through on commitments

QUALITY

rating

supporting

Demonstrates accuracy and thoroughness
Looks for ways to improve and promote quality
Applies feedback to improve performance
Monitors own work to ensure quality

SAFETY AND SECURITY

rating

supporting

Observes safety and security procedures
Determines appropriate action beyond guidelines
Reports potentially unsafe conditions
Uses equipment and materials properly

ADAPTABILITY

rating

supporting

Adapts to changes in the work environment
 Manages competing demands
 Changes approach or method to best fit the situation
 Able to deal with frequent change, delays, unexpected events

ATTENDANCE / PUNCTUALITY rating _____ supporting _____

Is consistently at work and on time
 Ensures work responsibilities are covered when absent
 Arrives at meetings and appointments on time

DEPENDABILITY rating _____ supporting _____

Follows instructions, responds to management direction
 Takes responsibility for own actions
 Keeps commitments
 Commits to long hours of work when necessary
 Completes tasks on time or notifies appropriate person
 with an alternate plan

INITIATIVE rating _____ supporting _____

Volunteers readily
 Undertakes self-development activities
 Seeks increased responsibilities
 Takes independent actions and calculated risks
 Look for and takes advantage of opportunities

Your signature indicates neither agreement nor disagreement with the evaluation, but it does indicate that you have read the evaluation and it has been discussed with you. If you wish, you may attach comments to this form.

EMPLOYEE SIGNATURE: _____ **DATE:** _____

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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	2	n/a
Resource Specialist (non-teaching)		n/a
Other – OT/behaviorist	3/1	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

The core curriculum of Odyssey Learning Center is based on the curriculum of San Juan Unified School District's moderate/severe and autism programs. This curriculum consists of the following: Edmark reading programs 1&2, Edmark vocational programs, Touch Math programs pre-K -2, Edmark Functional Word Series, Handwriting Without Tears programs and Picture Exchange Communication System (PECS). Odyssey Learning Center also adopts programs to fit the needs of each student if they are not successful with the current curriculum programs, some of which are Language for Learning and Reading Milestones. We have also adopted the core areas of the Special Education Alternative Curriculum Guide (SEACO), which addresses the California State Department of Education Curriculum Framework. This is integrated with a functional skills acquisition model, which addresses the need for students to become as independent as possible. The functional areas for Odyssey Learning Center are:

- Functional Academics – reading, language areas and mathematics
- Self Help and Independent living
- Recreation and leisure
- Fine and gross motor acquisition
- Community- Based Instruction
- Vocational skills
- Sensory Integration

In addition, the areas of science, history/social science, health, and the arts are addressed and modified through thematic units and age-appropriate activities.

VII. School Finances

Odyssey Learning Center is a non-public, non-profit school that contracts with many different local school districts.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Odyssey Learning Center provides supplemental DIS services as needed, according to the IEP. Some of the services provided are Speech and Language, Occupational Therapy and Physical Therapy.

VIII. Student Performance

California Standards Tests

Odyssey Learning Center students participate in the California Alternate Performance Assessment (CAPA)

California High School Exit Examination

Odyssey Learning Center students do not participate in the California High School Exit Examination. The students age out of the program and receive a certificate of completion.

California Physical Fitness Test Results

Odyssey Learning Center serves students with moderate to severe disabilities. We offer specifically designed physical education programs to meet the individual needs of each student. Each student's needs are addressed within the IEP.

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

Odyssey Learning Center currently has 68 students enrolled, so therefore does not participate in an API Program.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

Odyssey Learning Center serves a population of students with moderate to severe neuro-developmental disorders, 5-22 years of age. The students do not participate in the California High School Exit Examination. They receive a certificate of completion.

Career Education Programs

Odyssey Learning Center has developed a vocational program that the transitional students participate in. The program consists of on-site transitional activities as well as off-site vocational training opportunities

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Odyssey Learning Center serves students ages 5-21 years, with developmental delays. Diagnostic criteria include Autism Spectrum Disorder, Mental Retardation, Anglemans syndrome, Down syndrome and those students that are dually diagnosed.

Odyssey Learning Center has aligned alternate curriculum with standard-based core curriculum following the San Juan Unified School District moderate- severe curriculum with augmentation as needed for each student. The Special Education Alternate Curriculum Guide for Students with Moderate to Severe Disabilities (SEACO) is part of the curriculum as well. This gives students the opportunity to reach their full potential. The content areas addressed by SEACO are adapted from the framework geared for general education students. Unifying areas of this curriculum are related to the frameworks of the general education grade levels.

In addition, Odyssey Learning Center focuses on other areas that are necessary functional skills in the domains of; recreation and leisure, independent living, community based instruction, vocational skills, behavior and sensory integration. This resource drives our instructional practices. Each student is formally assessed on a yearly basis with the Brigance Inventory. Other assessments continue to include; data collection on functional academics, vocational tasks, Speech and language, sensory integration inventory and behaviors.

Individual educational programming is determined by cognitive ability, adaptive skills, Individualized Education Program (IEP), and present levels of functioning in each of the critical domains. Teachers work together with parents and the multidisciplinary team to create individual programs that address the student's areas of need utilizing multimodal techniques, remediation, compensatory strategies and appropriate behavioral coping skills.

Some of Odyssey Learning Centers instructional methods include; Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), (PECS), Sensory Integration, Discrete Trial Training and Applied

Behavior Analysis. Teachers and staff work collaboratively with occupational therapists, speech therapists, parents, physical therapists, behavior specialist, to provide a comprehensive delivery of services.

Behavior management plays an important role in shaping the challenging behaviors of our students. Odyssey Learning Center utilizes positive behavior interventions founded upon research-based strategies in Applied Behavior Analysis. Each student we serve will have a behavior evaluation, which may include any of the following assessment instruments: historic report, reviews interviews, reinforcement inventories, descriptive analysis and/or functional analysis. An individualized positive behavior support plan is developed for each student and staff trained in its implementations and data collection techniques.

Odyssey Learning Center also provides other school activities such as: computers, art, music, recreation therapy and pet therapy. Students have a wide variety of choices and activities to participate in.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff. The following is a list of professional development in-services provided to the Odyssey Learning Center teachers and staff for the 2006-2007 school year. The teachers and staff are also given the opportunity to attend any in-service in the San Juan Unified School District as well as the Districts that we contract with throughout the area.

- Tangible Symbol Systems
- Data Collection
- Pro Act
- Communication and Team Work
- Campus Safety
- OT – Brush and Joint Compression
- Inside Developmental Disabilities
- Student Behavior
- AAC Device benefits
- A Parents Perspective
- Non-contingent reinforcement

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Odyssey Learning Center students receive 315 instructional minutes per day with 218 days of instruction.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	218 days	180 days
1	218 days	180 days
2	218 days	180 days
3	218 days	180 days
4	218 days	180 days
5	218 days	180 days
6	218 days	180 days
7	218 days	180 days
8	218 days	180 days
9	218 days	180 days
10	218 days	180 days
11	218 days	180 days
12	218 days	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule. Odyssey Learning Center does not have any minimum days.

T

